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ABSTRACT

The Educational Media Council, a consortium of 15 national non-profit professional organizations, undertook a three-year self-study to evaluate and revise the Council as a forum, a dissemination agency, and as a consultant service to the Office of Education and to education in general. The Council's membership criteria were reviewed and revised, its potential for service redefined and redirected, its program and operations redesigned and extended, and its support base subjected to exhaustive scrutiny. As decisions were made, the Council immediately began implementation, thus further testing the evolving model. Particular implications of the Council's location at the education/industry interface which were brought into clearer focus were: 1) the Council should assume a more dynamic role as initiator and sponsor of national forums for constructive, action-oriented interaction of education, industry, and government; 2) it should serve as a disseminator of significant information on the uses of media in education; 3) that it should serve as a sounding board on media matters for the Office of Education. (Author/RH)

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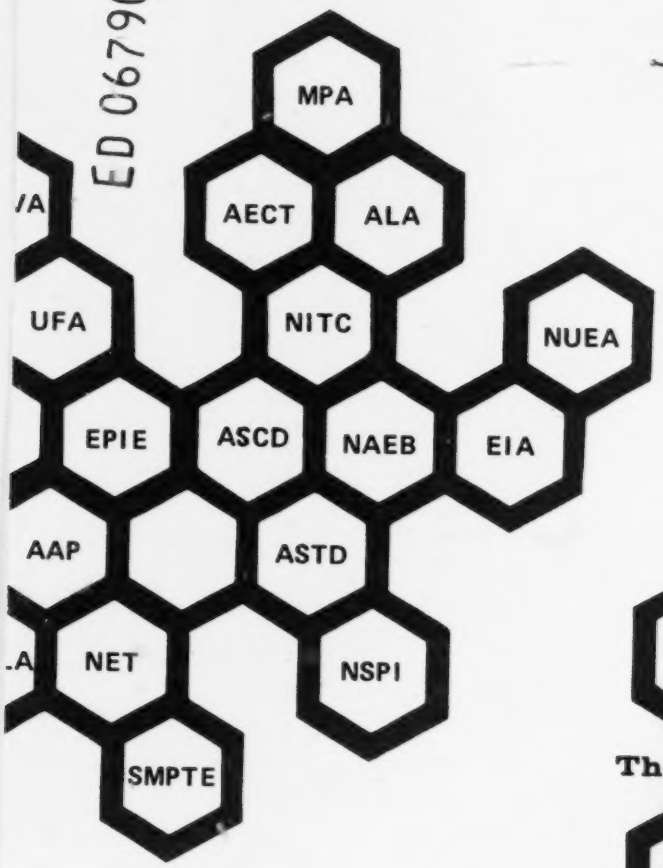

The EMC Educational Media Council

FINAL REPORT

Project No. BR 7-0739
Contract No. OEC-1-7-070739-3589

THE EDUCATIONAL MEDIA COUNCIL AS A FORUM, DISSEMINATION, AND CONSULTING SERVICE: AN 18-MONTH PLAN FOR SELF-STUDY, OPERATIONS, AND CONTINUITY

June, 1971

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

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Educational Media Council
Washington, D. C.

June, 1971

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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

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SUMMARY

The Educational Media Council, a consortium of 15 national nonprofit professional organizations including several associations of the education industry which was founded in 1960 under the sponsorship of the Office of Education, undertook this EMC self-study in order to reevaluate its own role and operations at a time when changes in the Office of Education in regard to educational media significantly affected EMC. The study effort was conducted in terms of the usefulness of the Council to the educational community at large, to the constituencies of Member organizations, and to the USOE. Conscious of the importance of nongovernmental organizations working co-operatively with Government in many paramount social programs, the Council gave particular consideration to elements of its own situation which were applicable to other private nonprofit organizations so that its findings would be relevant to the problems of role and operations common to all -- including the crucial one of financial support.

Professional management consultants were retained to conduct an objective appraisal of the Council and prepare recommendations for the Council's consideration. The Council accepted one of three alternative models developed by the consultants, with some modifications, and proceeded to test and revise that model through a three-year period of normal functioning which included seven meetings of the full Council, a special topical conference, and two major national assemblies. Between meetings, the self-study was conducted by project committees and EMC staff. Among aspects of the Council evaluated were the nature of its functions as a forum, as a dissemination agency, and as a consultant service to the Office of Education and to education in general. Its membership criteria were reviewed and revised, its potential for service redefined and redirected, its program and operations redesigned and extended, and its support base subjected to exhaustive scrutiny. As decisions were made, the Council immediately began implementation activities, thus further testing the evolving model.

The EMC self-study reaffirmed the Council's sense of its mission and responsibility to continue and augment its efforts to encourage more effective, wider use of all media for the improvement of the quality of American education, making full use of the extensive resources of its combined Membership network. In the final determinations of the self-study, the Council focused on two concomitant implications of its own time-tested identity as a successful education/industry interface working in partnership with the Office of Education through a considerable number of contract projects -- i. e., unique qualifications for, and an unique mandate to assume, a more dynamic role as an initiator and sponsor of national forums for constructive and action-oriented interaction of representatives of education, industry, and Government; as a disseminator of significant information about the uses of media in education; and as a sounding-board on media matters for the Office of Education.

INTRODUCTION

The subtitle of the reported project is "an 18-Month Plan for Self-Study, Operations, and Continuity," but this final report on the Self-Study of the Educational Media Council "as a Forum, Dissemination, and Consulting Service" will cover a period of more than three years, beginning -- as the project study actually did -- several months before sponsorship of the effort by the U. S. Office of Education became official on May 1, 1967; continuing through the term of the contract, which was extended seven months to June 30, 1969, at no cost to the Office; and also including the months which have elapsed since the termination date of the contract, during which time the Council has further pursued and implemented several of the project activities.

The years in question were years of crucial change and "self-study" for American education. A change of Administration brought new leadership to the Federal education agency and, inevitably, a major reorganization of the USOE. The gradual phasing out of the National Defense Education Act of 1958 coincided with the conclusion of the first three years of programs funded under the Elementary and Secondary Education and Higher Education Acts of 1965; and all programs conducted under these laws, which had made possible greatly expanded use of educational media, were subject to highly critical review. With educational institutions strained by peak enrollments, inflation and the effect of war in Southeast Asia upon the national economy increasingly jeopardized the availability of resources for education. Perhaps most important of all, widespread recognition of the inequality of educational opportunity in the United States, confirmed in 1967 by distribution of the Coleman Report, added fuel to the no-longer-academic controversy about ways to effect quality as well as equality in education.

Use of educational media was inescapably affected by all of these developments at a time of foreordained reassessment consequent to a period of very rapid development. Although there were by now many educational programs in which all of the media from books to computers were being used with demonstrated effectiveness to assist the work of the teacher and enhance the learning of students, many others could boast little more than chalkboards and obsolete textbooks; and still others were making poor or little use of technology even when good equipment and materials were available. Educators complained that much of instructional technology was prohibitively expensive, sometimes inferior in quality, and unduly difficult for "non-mechanic" classroom teachers to use. Having made considerable R&D efforts to meet the

needs of the expanding "education market," manufacturers of equipment and producers of materials charged that educators did not know their own requirements. Most interested and involved persons agreed that the hardware of education had outstripped the software; but changing mores, racial tensions, and differences in learning theory frequently inhibited or sidetracked well-intentioned efforts to develop better media materials. In 1968, 1969, and 1970, both makers and users were daunted by cutbacks of Federal funds available for education in general and for educational media in particular.

At the same time, certain other developments seemed to promise better days ahead. Educators were evincing considerable interest in new 8mm film equipment and materials. Educational broadcasting flourished, and new emphasis on individualized instruction encouraged innovative educational uses of computers. Book publishers gave substantial endorsement to the multi-media approach to education by mergers with or acquisition of firms producing nonprint media materials and equipment. Innovations such as Electronic Video Recording made front-page headlines. The Educational Technology Act of 1968, originally drafted by Loran C. Twyford and an ad hoc committee of the Department of Audio-visual Instruction of the National Education Association, appeared to be under careful consideration by at least some members of Congress. The establishment of the Office of Telecommunications Policy in the White House and the Telecommunications Policy Planning Office in the Department of Health, Education, and Welfare evinced recognition by the Federal Government of the important role of communications media in our society. And, most significantly, the establishment of the new Bureau of Libraries and Educational Technology within the USOE promised a new focus for programs designed to increase and improve the use of media in education.

The Educational Media Council

With these events as background, the Educational Media Council began its study of itself as a forum, dissemination, and consulting service early in 1967 as it embarked upon its eighth year of corporate existence. The study was prompted by the fact that the Council had throughout its history faced and debated problems of identity, program, responsibility for service, and financial support which were shared by all of its Member organizations, then 15 in number:

American Book Publishers Council (ABPC)
American Library Association (ALA)
American Textbook Publishers Institute (ATPI)
Association for Supervision and Curriculum Development, NEA (ASCD)

Department of Audiovisual Instruction, NEA (DAVI)
Educational Film Library Association (EFLA)
Electronic Industries Association (EIA)
National Association of Educational Broadcasters (NAEB)
National Audio-Visual Association (NAVA)
National Center for School and College Television (NCSCT)
National Educational Television (NET)
National University Extension Association (NUEA)
National Society for Programmed Instruction (NSPI)
Society of Motion Pictures and Television Engineers (SMPTE)
University Film Producers Association (UFPA)

(The changing state of the media field is reflected by the fact that three years later five of these Members of the Council had changed their names: ATPI first became the American Educational Publishers Institute and then merged with ABPC to form the Association of American Publishers; NCSCT was rechristened the National Instructional Television Center; UFPA restyled itself the University Film Association; and DAVI became the Association for Educational Communications and Technology.)

Purposes of the EMC "Self-Study"

The basic objective of the EMC "self-study" project was to determine the Council's role, function, and operation for a dual purpose: (1) making recommendations about the Council's operation and financing to enable it to better meet its objectives, and (2) providing a model for the conduct of similar self-studies for other nonprofit organizations and making general recommendations on the basis of this analysis which would be useful to such groups. Noting that the study would have greater validity if observations and testing could be made of the EMC in action, the Council proposed certain concomitant activities consistent with established Council purposes to serve as study tasks for analysis and appraisal -- including, for instance, formation of media task groups to provide special consultation on projects and media services; liaison with Government agencies on media matters; and provision of media information services. In formulating plans for the study, the Council stressed its potential implications beyond its benefits to EMC if it could provide insights having widespread applicability for all nonprofit educational organizations that might help assure the nation of a network

of vigorous and viable nongovernmental organizations ready to serve the Government but able, in the public interest, to maintain their independence of it.

Background and Development of EMC

For understanding of the Educational Media Council, a report of its history is indicated. Charles F. Schuller, Director of the Instructional Media Center at Michigan State University, who was the first President of the Council, reviewed the pre-history and first years of EMC for his Council colleagues early in 1964:

> Like most new organizations, the Educational Media Council came into being through the wedding of an idea with a recognized need. The need was based on an increasing awareness of leaders in numerous national organizations (1) that a new day was dawning in education in consequence of massive social, political, and economic changes taking place in many parts of the world; and (2) that the job to be done in the media and materials field involved factors and problems beyond the capacities of individual professional organizations as they then existed. The idea was basically simple -- to bring about coordinated, cooperative action among the organizations having a significant stake in the educational media field. It was probably inevitable, therefore, that some type of inter organizational attack on these problems would eventually develop. The process by which this happened, however, is a matter of more than academic interest. The forces, events, and personalities involved in any human association have much to do with shaping its form and its effectiveness...
>
> During the middle 1950's, a dispute arose between the American Association of School Librarians of the ALA and the Department of Audiovisual Instruction of the NEA over the kinds of preparation and experience required by instructional materials specialists in the schools. In order to avoid a public controversy, the two organizations formed a committee to study the problem and to come up, if possible, with a solution acceptable to both. Also invited to participate were representatives of the Association of College Reference Librarians. Drs. C. Walter Stone and Charles F. Schuller served as Co-Chairmen for this committee over much of the several

years of its existence. The work of the committee eventuated in 1958 in a Joint Statement of the three organizations regarding the necessary competencies and appropriate professional preparation for instructional materials specialists in the public schools. This Statement was approved by the Board of Directors of the several organizations.

During the period in which the above committee was operating, other Joint Committees were formed between DAVI and such organizations as: Association of Organizations for Teacher Education, Learning Resources Institute, American Educational Research Association, American Psychological Association, Association for Supervision and Curriculum Development, and the National Association of Educational Broadcasters. This move toward inter-organizational cooperative endeavor was brought about by common needs, and helped to forward mutual interests of the several organizations in such areas as programmed instruction, educational television, and instructional materials as a part of curriculum development. These joint committees reflected an effort on the part of the several organizations both to meet their professional responsibilities and to adjust to changing demands. In this sense, they also represented an important step towards maturation of the media fields.

In 1956, another group called the Audiovisual Commission on Public Information was informally developed to meet a long-felt need for better dissemination of information about the audiovisual field to the lay public and to selected professional groups such as teachers, administrators, and school board members. DAVI, EFLA, NAVA, and NAEB representatives participated in this organization which met regularly over a three-year period and produced a number of publications and services such as Gateway to Learning; Telling your AV Story; AV Research; Building Standards for the Newer Media; and a sound filmstrip entitled The Case of the Curious Citizens. The Commission filled a real need during the period prior to NDEA in getting information about media to several important publics not normally reached by the professional journals of the organizations in the field.

> An assessment of AVCOPI's success is not important here. What is important is the fact that you had here another inter-organizational effort of some effectiveness in the media field, and along with it you had a growing level of mutual understanding and respect which likewise contributed to the feeling that there was, indeed, such a thing as media "field" of which we were all a part...

After reviewing a number of additional interorganizational efforts, Dr. Schuller recalled the formation of a joint committee of the Department of Audiovisual Instruction, the National Educational Television and Radio Center, the Joint Council on Educational Television, and the National Association of Educational Broadcasters. This joint committee met several times in 1959; and, continuing his report on the group, Dr. Schuller said:

> ... It was at the January, 1960, meeting that the next important step toward the establishment of EMC was taken. It had become obvious by this time that if mutual action was worthwhile between the several organizations mentioned above, a larger and more representative group of a permanent nature would be of even greater significance and mutual benefit to numerous media-oriented organizations as well as to the media field as a whole. In the process, it was also clear that education, which most of the organizations were designed in some degree to serve, could become the prime beneficiary.
>
> In consequence, an ad hoc committee was formed to call a planning meeting of interested organizations in East Lansing in March of 1960 with a view to considering the establishment of an organization of organizations in the media field. This meeting was financed through a Title VII contract between the U. S. Office of Education and Michigan State University. At that meeting the Educational Media Council was officially launched as described in the following sections...
>
> It was clear from the beginning that the nature and level of the problems to be discussed on the Council would require both a relatively stable and high-level representation which could speak authoritatively, if not officially, for the organizations represented. Thus the top permanent

staff member and the president, immediate past president, or a comparable person having a thorough knowledge of the background and policy of the organization were requested to attend the initial meeting. It was later recommended to the Boards of Directors of the participating organizations that the original representation be continued at least for the first calendar year. This has continued to be the pattern...

The financing of Council meetings was another practical problem, since it was felt strongly by the organizing committee that membership should not be limited to those organizations and individuals who could afford to pay their own travel and subsistence. The problem was solved rather easily. During the formation period of the Council, the National Defense Education Act had been passed, and Dr. C. Walter Stone had been named Director of the Educational Media Branch under Title VII of the Act. In conversations with the writer, the value of such an organization as the Council had been discussed as having sufficient potential to warrant consideration of a Title VII contract to underwrite expenses for a Planning Conference.

For both tactical and administrative reasons, it seemed better for the USOE to contract with a university than with any one of the professional organizations to be invited. In consequence, a contract in the amount of $3,220 was set up with Michigan State University for "a conference to discuss the desirability and feasibility of establishing a Council of media organizations." Dr. Armand Hunter and the writer served as co-chairmen of the first meeting and... invited representatives from the following 12 organizations for the opening meeting: American Library Association; American Book Publishers Council; American Textbook Publishers Institute; Department of Audiovisual Instruction, NEA; Educational Film Library Association; Joint Council on Educational Television; Learning Resources Institute; National Association of Educational Broadcasters; National Audio-Visual Association; National Educational Television and Radio Center; National University Extension Association, Division of Audio-Visual Communications; and University Film Producers Association. Representatives from each were in attendance excepting LRI. Drs. C. Walter Stone and

Seth Spaulding were also in attendance as observers from the USOE.

The possible functions suggested at the March 1960 meeting for the proposed Council were:

1. To serve as a sounding-board for the participating organizations and for the U. S. Office of Education in connection with new ideas and developments in the media fields. The Council might serve the Educational Media Branch of the U. S. Office of Education as a professional advisory group to meet and discuss future plans and developments in cross-media fields and problems.

2. To serve as a clearing-house for the exchange of information among the participating organizations and to clear up conflicts and misunderstandings which might arise when information is not available or distributed to all.

3. To provide at the professional level a forum on educational media problems; to analyze, discuss, and evaluate new ideas and developments.

4. To serve a project-development function in cases where certain projects and activities might appropriately go beyond the scope of a single organization as now set up, or even beyond a smaller group of organizations than would be represented by the proposed Council. Possible projects, for example, would be studies of the preparation of media specialists, the nature and function of new instructional devices and their impact upon other media fields, problems arising out of future technical advances and developments, etc.

Following discussion of the above functions, it was voted unanimously by those present to establish the Council. The necessity of incorporation was agreed upon at once... It was also agreed that $100 membership dues per year was to be charged each participating organization; that representation should be maintained at a high and stable level; and that the programs of the Council should be

restricted to matters of national significance and concern appropriate to a group of this type.

The next meeting of the Council was set for June 6-7, 1960, at East Lansing; and another grant was subsequently secured from the USOE for this purpose... At the second meeting of the Council, a Board of Directors was named consisting of one of the two representatives of each organization following formal acceptance of the invitation extended by EMC to the respective Boards of Directors of the several organizations. These included the Electronics Industries Association which, while not represented at the initial March meeting, was unanimously approved at that meeting for invitation to membership in the original Council group. The invitation was extended; and EIA became one of the charter members of the Council at the June, 1960, meeting.

Thus it was that the Educational Media Council came into being. The date of organization was March 14, 1960, with formal incorporation as a non-profit corporation under the laws of Michigan officially taking place on July 12, 1960.

EMC Membership

The Membership of the Council has been notably stable over the years, with new organizations added from time to time, and the only drop-outs being those organizations which themselves became inactive. The Joint Council on Educational Television became inactive soon after the Educational Media Council was incorporated, and ceased to qualify for EMC Membership as an operating organization. The Learning Resources Institute assumed active Membership in EMC at the fourth Council meeting in March of 1961; and EMC continued with 12 active Members until October, 1961, when the Association for Supervision and Curriculum Development was admitted to Membership. The Center for Programed Instruction was similarly admitted in January, 1962, bringing the number of Members to 14. Although no EMC Member organization had ever resigned from the Council, like JCET the Learning Resources Institute and the Center for Programed Instruction suspended operations and activities in 1964 and disappeared from the EMC roster. The National Society for Programmed Instruction and the Society of Motion Picture and Television Engineers were elected to Council Membership in 1964; and the addition of the National Center for School and College Television (now the National Instructional Television Center) in 1965

increased the Membership to 15, where it still stood at the time of inception of the EMC "self-study" in 1967.

EMC Program and Activities

The relationship between EMC and the Office of Education remained close, with representatives of the USOE regularly involved in all Council deliberations and activities. Out of this continuous USOE-EMC interaction grew a series of projects that were designed to serve needs of the educational community identified and agreed upon by both, deemed consistent with the stated purposes of the Council, and conceded to be appropriate Council activities in that all were beyond the capabilities of any single EMC Member or of any group of organizations less comprehensive than the Council. These projects were formulated in contracts between the Office and the Council which not only embodied major EMC program thrusts, but also provided support for that program. Recognizing that establishment of a headquarters office and at least a minimum staff would be required for execution of these projects, provision for taking this step was divided among three USOE-EMC contracts signed early in 1961; and shortly thereafter the Council's first Executive Director and one assistant opened a small office in New York City.

National Guidelines on Educational Media in Transition

The central Council activity in the early years was preparation for the USOE of a series of national guidelines on "Educational Media in Transition," a study initiated in 1961 and completed early in 1965 (OE2-16-004). The final report comprises five guidelines papers, prepared by five EMC committees on one or another of which all Council Member representatives served. These papers were: an assessment of the unique educational potentials of the various media, a series of recommendations on teacher and specialist preparation for use of media, an outline for an information dissemination program on media, and a report on the need for development of recommended technical specifications for media. These five topics have remained prime concerns of the Educational Media Council, which promptly began to shoulder its share of responsibility for action on its own recommendations.

Dissemination of Information on Educational Media

The Dissemination Committee which prepared the third of the guidelines papers listed above simultaneously undertook to implement an EMC information dissemination program. Under a small contract (SAE-9272) with the USOE, it conducted a study of five proposed publications; and

under another (OE-16019), it actually prepared two of the recommended publications. One of these, a basic deskbook for the classroom teacher, Teachers, Tools, and Techniques, was approved by the USOE, but never published. The second, a manual of Sources of Information on Educational Media, was published by the Government Printing Office in 1963 and widely disseminated. The Council revised and expanded this manual in 1966 and 1967 (OEC-2-6-061570-2084), and hopes to be able to prepare a third edition. Among the other activities of the Dissemination Committee was publication of a concisely coded Directory of Summer Session Courses on Educational Media, which has been compiled and published annually since 1964 under the dissemination functions outlined in various OE contracts. Since 1965, USOE Summer Institutes for Media Specialists and Librarians have been prominently featured in each annual edition. Intensively reviewed and evaluated in 1967 (OEC-3-8-088050-0040 (016)), this continuing Council project reflects both EMC concern for the training of teachers in effective use of media and its desire to make constructive use of the dissemination channels of its own far-reaching Membership network. A copy of the seventh annual edition of the Directory is attached as Appendix A.

The Educational Media Index

As early as its first meeting in March of 1960, the Council discussed at some length the need for the "gathering of information on media materials and the publishing of a comprehensive catalog." At its second meeting the Council agreed upon the desirability of a work conference on "Bibliographic Control of Newer Educational Media." Margaret Rufsvold and Carolyn Guss of Indiana University, authors of a significant feasibility study conducted for the USOE on the subject, were persuaded to act as conference chairmen. The Educational Media Branch of the USOE contracted with Indiana University to hold the conference on its campus in October, 1960. On the basis of the success of that conference, the Council formed a National Directory Committee, chaired by Carolyn I. Whitenack, Professor of Library and Audio-Visual Education at Purdue University. The committee immediately began discussions with the Media Branch on plans for a multi-media directory of nonprint educational materials of all kinds. Early in 1961, under a contract with the Media Branch (SAE-9267), the EMC Directory Committee developed a specific design for a projected Educational Media Index which, after being approved by the USOE and EMC, was the basis for the most ambitious project in the history of their joint endeavors (OE2-16-009). Compiled under the direction of the Council by a subcontractor, the F. W. Dodge Division of McGraw-Hill, Inc., the Index was published under a separate publishing agreement with the McGraw-Hill Book Company.

Completed in the summer of 1964, the 14-volume Index included some 30,000 coded and annotated listings of filmstrips, films, phonotapes, phonodiscs, kinescopes, videotapes, programmed instruction materials, slides and transparencies, flat pictures in sets, models and mock-ups, charts, maps, and cross-media kits. Individual volumes were arranged for the benefit of the classroom teacher by subject area (economics and political science, foreign language, science and engineering, etc.) or by grade level for the lower grades (preschool and primary: K-3, intermediate: 4-6); and there was a master title index for users whose needs could not be met by a single volume. Although the Index contained fewer listings than the Council had been led by its subcontractor to expect, was not free from errors, and presented its information in a format that proved difficult for some users, it was a useful beginning for the vast and difficult task of achieving national bibliographic control of nonprint media materials. It remains the only comprehensive multi-media directory, and still sees use by media specialists, librarians, and teachers. In 1964 and 1965 the Council and its subcontractor conducted an intensive analysis of the Index project and prepared a detailed plan, including computerization of the compilation procedure, for an improved directory. Although no further action has as yet resulted, bibliographic control of media materials remains an urgent desideratum to which the Council stands committed.

Media and Education Programs of National Concern

In 1965 the Council moved its headquarters office from New York City to Washington, D. C., to facilitate regular interaction with the Office of Education, other agencies, and national media programs. It is perhaps significant that this decision was made at a time when the EMC program emphasis was changing from a "media-for-media's-sake" orientation to a concern for applications of media to specific problems acknowledged to be pervasive in American education. The title of the USOE-EMC contract (OE 5-16-032) which was the Council's primary activity in the years 1965-67 reflects this new emphasis: "A Study of the Concentration of Educational Media Resources to Assist in Certain Education Programs of National Concern -- Part I: Education of the Culturally Disadvantaged; Part II: Educational Media and Vocational Education."

Again the contract activity was carried out by committees of the Council, in this case two groups, each responsible for one of the two major sections of the study. Council staff served these committees by surveying and collecting the very extensive relevant literature and reporting on work-in-progress involving applications of media in current programs for the culturally disadvantaged and in vocational education; and staff-prepared bibliographies are among the appendices included in the

final report on the study. Other supporting papers were prepared, after consultation with the Council or its project committees of media experts, by consultants who were nationally recognized authorities in the two problem areas. Among the major recommendations reported to the Office of Education, two were especially significant for EMC: "Professional and commercial organizations should expand their activities to give specific attention to media usage for the culturally disadvantaged" (Part I) and "We recommend that a program be mounted by a cooperative group consisting of representatives of school and training-program administrators, concerned business and industry groups, and professional counseling and guidance societies to prepare, on a nation-wide basis, occupational information in new media forms, such as the microcard materials used in the San Diego County schools; the booklet materials developed at the University of Iowa; and other materials such as up-to-date films, television programs, and the like" (Part II).

Council Meetings

During its first seven years the Council met regularly three times each year, ususally in October, January, and May. Meetings lasted two-and-a-half days, and were attended by two representatives of each Member organization -- most often its president and chief executive officer or chairman of a major media section. Permanent staff executives gave the Council the "continuity" deemed essential, and organizational leaders serving one- or two-year terms in elected offices brought new perspectives and varieties of expertise. Meetings were held at university conference centers or hotels in New York City or Washington; and travel and subsistence expenses of Member representatives attending were paid in full by the Council under its USOE contracts, which included funding for meetings.

The main business of Council meetings was conduct of USOE-EMC contract studies by the Council as a whole or by committees meeting separately and reporting back to the full body when Council action was indicated. Distinguished guests such as James S. Coleman, George Gerbner, Terry Sanford, Roger L. Stevens, and Jerrold Zacharias reported leading-edge developments in education; and the USOE was represented at one meeting or another by its top officials as well as by staff members immediately concerned with various Council projects. Member representatives regularly gave informal reports on the programs and concerns of their organizations, and there were many discussions of developments and problems of mutual concern such as copyright revision, systems analysis, facilities, manpower needs, and educational research.

Again and again, however, the Council returned to the topic usually listed on meeting agendas as "The Role and Operation of EMC." This organizational self-preoccupation was occasioned in part by the fact that since the Council was almost entirely dependent for financial support upon USOE contracts, none longer than three years in term, it was repeatedly necessary for the Office and the Council to determine new projects that would be valid and appropriate both as EMC activities and as USOE-funded programs. A concomitant factor was a marked divergence of opinion within the Council as to its own proper identity. Because individuals serving on the Council were leaders -- not only of national organizations but also, as nationally recognized experts and authorities in their respective media fields, leaders in the educational community -- some of them saw the Council as a summit group meeting purely to deliberate cosmic oncepts and hold great debates, all on a high philosophical level. Others, conscious of the power potential of the dozen or more national organizations speaking or acting together as EMC, favored an active and public leadership role for the Council on the national education scene. Still others were sensible of an obligation to meet specific needs of educators in general and of EMC Member constituencies in particular, and these persons argued for research and dissemination projects productive of concrete and utilitarian materials, publications, or presentations. While the undertaking of the multi-media multi-volume Educational Media Index satisfied all these concepts, as the Index product fell short of satisfying the Council's project concept, expressions of dissatisfaction with the "role and operations" of EMC continued. It was a common concern, mirroring a general frustration and a sense of great potential for usefulness unrealized and a mission never fully discharged.

Initiation of the Study

The Council's situation was complicated in 1965 when the Educational Media Branch of the OE Bureau of Research was abolished. Since initiation of the Council, all of its project studies had been conducted under the aegis of that Branch. As the late James D. Finn, second President of EMC, wrote in the Council's 1967 report on media utilization in vocational education:

> ... We feel that the argument contending that, since educational media pervade all education, it therefore needs no home in the U. S. Office of Education is specious. The Council further notes that since an Office reorganization eliminated the Educational Media Branch, there appears to have been a definite deterioration in media application effectiveness; and that some organizational solution to

> correct this situation is in order. It has become a case of everyone's business being no one's business.

The Educational Media Council was now, somewhat uncomfortably, "everyone's business." All but one of the several heads of the Media Branch who had helped develop EMC and understood its goals and objectives had left the Office; and with the Branch subducted, the question of the role and operations of the Council became increasingly moot, not so much for the Office of Education as for the Council itself. Therefore, after a long series of consultations with a number of USOE officials, the present study was agreed upon. As William G. Harley, third President of EMC, wrote in formally proposing the project:

> ... But past successes are not sufficient to maintain a dynamic relationship in a dynamic field such as educational media. To be appropriately responsive to the special sector it serves, an organization needs a thorough analysis of its past, present, and probable future role. Such studies are particularly important if an organization is to become more effective in maximizing its services and usefulness to our society.
>
> At its meeting in June of 1966, the Council identified and reviewed certain issues and needs in the media field and set forth various approaches it might pursue to cope with them. At the same time it was realized that a self-study to determine the future role of the Council and possible methods of support was imperative. Furthermore, it was obvious that such a study would have greater validity if observations and testing could be made of the EMC in action -- carrying on appropriate activities. It was also suggested that a study of the Educational Media Council would have implications and applications to other organizations within the educational media field.

Underlining his point on implications of the study beyond EMC, Harley further pointed out:

> The 1966 Annual Report of the Carnegie Commission devotes a section to the plight of private nonprofit organizations. It raises such questions as why so many of them have perpetually engrossing financial problems, and why those who run such organizations spend so much time and effort making the rounds of

CHAPTER I

STUDY METHODS

This study was supervised by the Executive Director of the Educational Media Council, Harriet Lundgaard, under the direction of the Council and the Executive Committee of its Board of Directors, chaired during the specific contract period of the study by two EMC Presidents, William G. Harley, President of the National Association of Educational Broadcasters (1965-67), and Edwin G. Cohen, Executive Director of the National Instructional Television Center (1967-69), and during the subsequent and report period by the Council's fifth President, Robert E. de Kieffer, Director of the Bureau of Audiovisual Instruction of the University of Colorado, representing the National University Extension Association in EMC.

Selection of Management Consultants

An initial determination of the study was a Council decision to retain professional management consultants immediately to assist design of a tentative model for the appropriate structure, operation, and support of the organization. Six highly recommended consulting firms were interviewed and invited to submit proposals. Despite the limited funds available under the contract for this service, all six expressed interest in the assignment and indicated willingness to modify substantially their usual fees. A Washington firm, the American Technical Assistance Company, was selected; and the work of developing a tentative model was immediately begun in the autumn of 1967.

Convinced of the importance of an objective outside perspective in developing its EMC organizational model, the Council entrusted this initial task to its chosen consultants, with the understanding that their design would be subject to Council review at several points during the course of the work. The consultants' report, submitted in January, 1968, details procedures used in its work plan as follows:

Consultants: Documentary Information

> We were given access to the records of the Council, including the minutes of meetings, internal evaluations of particular projects, and financial statements. We reviewed the material in order to obtain a clear understanding of the

organization's objectives, its history, its program, and its aspirations. The documentary record also helped illuminate the relationship between program proposals and limitations on financial capability.

We also made a modest review of materials on educational technology and current thinking in that field. This material included books and publications originating from Member organizations. Finally, we examined samples of studies and other publications originating from the Council itself.

Consultants: Interviews

We interviewed representatives of all the Member organizations in the Council, its Executive Director, and its officers. These interviews were designed to obtain evaluative judgments and reactions to possible future EMC activities and possible expansion of financial support from Member organizations. Officials of the Office of Education were interviewed to obtain information on the history of the relationship between the Office and the Council, evaluative information and judgment, extent of familiarity with the Council and its program, and current activities and interests of the Office of Education in the field of educational media. Interviews were also held with classroom teachers and school administrators to obtain some insight into their attitudes toward educational devices and the problems they face in learning about them and their uses.

Consultants: Monitoring the Annual Meeting

The meetings and social functions of the Council provided an opportunity to observe not only the scope and content of Council deliberations, but also the interaction among Council Members as specific issues emerged.

Consultants: Analysis

As the data accumulated, and as the analysis proceeded, the major findings in the evaluation were

formulated; and these were the subject of consultation with the Executive Director to check facts and interpretations. As the evaluation data became firm, a series of possible models was developed; and a process of analysis began which led to narrowing the choices to the three basic models set forth in this report. This process also revealed gaps in information and understanding on the part of the consultants, and these were filled and corrected in consultation with the appropriate sources.

Consultants: Review of Preliminary Findings

An informal meeting of representatives of Member organizations was held for the purpose of discussing the preliminary findings of the study. This discussion was based on an oral presentation made by the consultants. The main objective of the presentation was to draw from the group two kinds of information:

1) corrections in the data presented; and

2) additional alternatives for future action which may have been overlooked by the consultants.

Consultants: Review of the Report with the Executive Committee

A subsequent meeting with the EMC Executive Committee represented the final exchange between the Council and the consultants on the details of the report and its recommendations.

The process described above not only provided the necessary information for the preparation of the study but served as an effective means to focus attention of Council Members on the function of the Council and its future. A number of the Member representatives interviewed found it useful and stimulating to consider the consequences of particular courses of action open to the Council. The

exchanges helped in some cases to underline problems of relationships between individual Member organizations and the Council. In a very broad sense, therefore, the self-study encouraged the participation of Member representatives because almost all the Member representatives in one way or another were in direct contact at an early stage with the consultants.

Two basic principles guiding the study lend themselves to application in self-study and related analysis of organizations like the Council. These two principles are essentially the use of alternative models where the objectives are not necessarily fixed and, secondly, seeking the broadest possible participation of Members in the self-study, particularly in weighing the consequences to them of the termination of, or the massive reduction in the functions of, the organization being studied. The concentration of this report on analysis of the Council as an institution and of its role resulted in relatively little attention to some problems of interest to Council Members which we did not consider to be central to the self-study. For the same reason, the generalizations made in the report do not fully reflect the fact that the Council, like all organizations, evolved differently in different periods of its existence, depending upon its leadership and the circumstances affecting its operations at any given time. The conclusions and judgments made thus suffer from the shortcomings and lack of refinements which usually accompany averaging.

The Choice of Alternative Models

EMC's management consultants presented to the Council for its consideration three alternative models. At its 23rd Meeting, in June of 1968 (see Appendix B), the Council unanimously accepted a recommendation of the Executive Committee of the Board, now chaired by Edwin Cohen, favoring the middle-course alternative (see Chapter III). Major sessions of the 23rd Meeting were devoted to relating this tentative model to the Council as it had previously operated, and specific activities such

as development of an EMC publications program and expansion of Membership were immediately initiated. During succeeding months the task of superposing the model on the existent EMC was pursued by the Executive Committee, by staff, by a new Editorial Advisory Board, and by a Membership Committee, which accomplished a major revision of the Council By-Laws.

Testing the Model

Among the activities through which the model Council was tested in actual practice (see Chapter IV) were the addition of new Members to the Council; expansion of the EMC information service through development of an experimental newsletter and other pilot publications; reformulation of Council meetings for "intensive program emphasis on emerging issues in the media field"; development of the role of EMC as a sponsor of conferences or significant "national assemblies"; and a number of actions taken to move EMC in the direction of financial independence, including two increases of Membership dues, development of the publications program, and a sustained attempt to obtain project support from nongovernmental agencies.

Factors Deterrent to Implementation of Some Phases of the Study

Over the months, testing of the tentative model in the main indicated its viability. Where it was not wholly successful, deterrent factors were almost invariably those imposed by the interrelated limitations of manpower and budget in the face of an ambitious program. The Council was forced to face the fact that plans generated in the enthusiasm of a meeting situation must be realistically designed and timetabled for performance by persons who are infrequently overstaffed or underworked. It was for this reason that the Council obtained a no-cost extension of the term of the contract from October 31, 1968, to June 30, 1969, as recorded by the Executive Director in an interim report: "Since the 60 individuals who served the Council as Member representatives meet together only at long intervals, and between meetings are not only scattered all over the United States but also heavily burdened with the responsibilities of leadership in their own organizations (some of them carrying these responsibilities in addition to regular full-time professional work in education or industry), there are clear and obvious limits to the amount of time and effort they can devote to EMC projects. Although many of them are nevertheless extraordinarily generous in their participation, the major share of project activity execution very properly falls to staff; and a staff consisting of one professional and one secretary is not adequate for completion of all the suggested contract activities in an 18-month period. A second problem is implicit in a project budget with very limited funds for

travel and meetings. Because of this limitation, interchange of ideas on many contract activities has had to be conducted by mail; and where input from representatives of 15 or more national organizations is necessary, considerable time often elapses before all are heard from."

Definition of Project Priorities

As the study progressed, some of the proposed activities proved to be more significant or more interesting to Council Members than others, and were developed well beyond the parameters of activity suggested in the contract. The Council gradually changed its conception of other contract exercises; and still others appeared to merit relatively lower priorities, or seemed to depend on completion of high-priority activities, and thus were postponed. A few aspects of the tentative model were rejected, either tacitly or by formal fote -- e. g., development of an individual membership in EMC and initiation of a formal Council consulting service for the educational community -- because one or more Member organizations appeared apprehensive that such programs might prove competitive with acitivities of their own organizations. Such apprehension is definitely not unique to, but certainly particularly acute in, a Council situation. The self-study reinforced and re-emphasized a longtime guideline of EMC which has very general application beyond the Council: the organization must never undertake any activity which can be conducted as well by any one of its Members, but must restrict itself to those it is uniquely qualified by the scope of its constituency to perform.

Conduct of Appropriate Council Activities

During the period of the self-study, the Council continued on its normal course and carried on its established functions. Four meetings (see Appendix B) were held during the term of the contract: in October of 1967, in June and November of 1968, and in May of 1969; and the self-study was continued at the 26th and 27th meetings of the Council in November of 1969 and March-April of 1970. In addition to these regular EMC meetings, three new kinds of conferences were undertaken: one bringing together in force the constituencies of two Member organizations who would not otherwise have met; a small, high-level topical conference of representatives of national organizations met to discuss the problem of standards for educational equipment and materials; and a dissemination conference on the report of a major Presidential Commission.

Consultation activities continued on an informal basis, primarily consisting of EMC sounding-board sessions for USOE staff at Council meetings, staff referrals, and various kinds of interaction among Member organizations.

In the area of dissemination, new editions of the annual EMC Directory of Summer Session Courses on Educational Media were prepared by EMC staff and widely disseminated by Council Member organizations in 1969 and 1970. Two books, one a paperback report of conference proceedings and the other an important research document, were published by the Council to serve as the basis for an experimental publications program; and a new EMC newsletter provided a different kind of clearinghouse information service with each issue.

Special Project Functions and Services

Of the special projects envisioned at the inception of the study, one -- a contract with the Department of Defense to conduct studies, analyses, and conferences for the purposes of evaluating military (and related) educational programs -- was abandoned by formal vote of the Council representing strong opposition on the part of some Member representatives to EMC involvement in military programs. The conference and dissemination activities previously noted are described in Chapter III and its relevant attachments. A major function of the self-study was development of future EMC projects extending its redetermined role and operations; and two such major project proposals were produced -- one for an interorganizational advisory commission on standards for educational equipment and materials and a second for a design study on a national council of education and industry, as reported in Chapters III and IV.

Briefing Sessions

Informal briefings by Government officials were important features of all Council meetings during the period of the study, and were conducted primarily by key officials of the Office of Education and HEW. In addition to such briefings of the full Council, the Executive Director regularly attended the monthly briefings for education associations which the Office of Education was providing during most of the study period, and conferred informally at regular intervals with various members of the Office staff for purposes of report to the Council. More formal briefings were held in connection with EMC-sponsored major assemblies, and were presented by such persons as Commissioner of Education James E. Allen, Jr.; Robert L. Hilliard, Chief of the Educational Broadcasting Branch of the Federal Communications Commission; and Daniel P. Moynihan, Counsellor to the President.

Exploration and Information Functions

The proposed conference-sponsor function, new to EMC, proved an especially successful adjunct to the expanded role developed for the

Council during the study. In 1967, the first major national assembly sponsored by EMC brought together the constituencies of the Education Section of the Electronic Industries Association (EIA) and the Instructional Division of the National Association of Educational Broadcasters (NAEB) to discuss "New Relationships in ITV." The conference was planned by a joint EIA-NAEB committee, assisted by the EMC Executive Committee and by members of the New York City Metropolitan Area for Instructional Television Resources. A second and very different kind of plan for a national conference, using media to demonstrate the unique potentials of media in vocational education and in programs for the culturally disadvantaged and also to record conference reaction, was eventually abandoned as prohibitively expensive.

The final major project assembly -- a dissemination conference on the Report of the Commission on Instructional Technology -- had to be postponed beyond the contract period because of delay in the release of the Report, but was held as soon as possible after that document became available in 1970. Outlined in general terms in discussions of the full Council, plans for this second assembly were developed by a committee of EMC Member representatives in Washington. Since the project staff consisted of one professional person and one clerical assistant, major assemblies were manned primarily by "borrowing" staff from EMC Member associations.

Conference Reports

All general sessions of the major assembly on "New Relationships in ITV" were recorded on audio tape, subsequently edited by staff, and published by EMC as a 176-page paperback book, also called New Relationships in ITV (Appendix C), which was presented to all those who had attended the conference and all EMC Member representatives before being offered for sale at a nominal cost to constituents of Members and other interested persons. The book was also made available through the Office of Education's Educational Resources Information Center system (ED 019-006, October, 1968). Both general and small-group discussions of the conference on the Report of the Commission on Instructional Technology were also recorded, with copies of the tapes offered to conferees at cost; and a somewhat detailed press report was provided to journals and newsletters of EMC Members and the education press in general.

Project Steering Committee

In addition to Council Presidents Harley, Cohen, and de Kieffer, the Member representatives who served for at least one year on the

Executive Committee of the EMC Board of Directors in developing this study were:

Herbert E. Farmer (SMPTE), Director of Services, Department of Cinema, University of Southern California
Robert T. Filep (NSPI), Vice President, Institute for Educational Development
James D. Finn (EMC Member-at-Large), Chairman, Department of Instructional Technology, University of Southern California
Howard B. Hitchens (AECT/DAVI), Executive Director, Association for Educational Communications and Technology
Anna L. Hyer (AECT/DAVI), Executive Director, Division of Educational Technology, NEA
Virginia H. Mathews (ABPC/AAP), Director of Reading Development Services, Association of American Publishers
Ervin N. Nelsen (NAVA), Senior Vice President and Director of Distribution, Coronet Instructional Films
Trevor K. Serviss (ATPI/AAP), Vice President, L. W. Singer, Inc.
Robert W. Wagner (SMPTE), Chairman, Department of Photography and Motion Pictures, The Ohio State University
Desmond P. Wedberg (AECT/DAVI), Head, Department of Instructional Technology, University of Maryland
Frederick A. White (EFLA), Director of Educational Services--Extension, University of Wisconsin
Carolyn L. Whitenack (EMC Member-at-Large), Professor of Library Science and Audio-Visual Education, Purdue University

CHAPTER II

ASPECTS OF THE STUDY: THE SEVERAL SELVES OF EMC

Despite their common interest in media, it would be difficult to conceive a group of organizations more diverse than the fifteen comprised in the Educational Media Council at the time of the inception of this study. This diversity had always been the great strength of EMC -- and the cause of some of its problems. The most marked organizational difference was of course the fact that some of the Members were trade associations of "the education industry", while a majority were professional associations of educators concerned in various ways with various media. There were, however, other very important differences. While the National Society for Programmed Instruction was founded in 1962, the American Library Association dated back to 1876. Two Members -- National Educational Television and the National Instructional Television Center -- were not membership organizations but nonprofit producers of educational materials, while some of the others had very elaborate membership structures involving institutional and sustaining categories of memberships as well as individual memberships. Others had only institutional or corporate members. Membership dues varied widely in importance as sources of income, and ranged from individual fees as low as $6 to corporation dues of many thousands of dollars. Annual operating budgets ranged from $8,000 to $8,000,000; and sources of Member support in addition to dues were equally various, including sales of publications and other materials and services, revenue from exhibits at large annual conventions, conference registrations, and project income from Government and the private sector.

Organizational Structures

Structurally, the Members of EMC were also very diverse. Most were headed by elected presidents serving one- or two-year terms, with boards of directors also elected for limited terms, backed by permanent executive directors or secretaries directing national headquarters staffs varying in number from half a dozen to nearly 300 -- while two had no offices or staffs and were nationally headquartered on the desks of their presidents, with editorial, conference, and project work performed by member volunteers. One member followed the unusual practice of appointing its executive secretary and other professional staff for three-year terms. At the time of this study, the National Association of Educational Broadcasters was unique among EMC

membership organizations in that its chief executive officer was also its president, but in recent months two others -- the Electronic Industries Association and the Association of American Publishers (the new organization created by the merger of ABPC and AEPI) -- have also adopted this amalgamated leadership policy.

Media Concerns

According to the By-laws under which EMC was operating at the time of the inception of the study, Active members of the Council were "nonprofit associations or organizations concerned with the study, survey, research, creation, development, production, evaluation, use of educational media systems and materials; the planning and organizing for such use; the supervision and administration of such use; and dissemination of information pertaining to educational media." By these criteria, all EMC Members fully qualified for their places in the Council, but their concerns for educational media were markedly various. For some, this concern was confined almost exclusively to a single medium, while others were increasingly concerned with a widening range of instructional technology. Three were not, strictly speaking, media organizations, but were Members of EMC by reason of important organizational subdivisions, e. g., the Audio-Visual Committee of the American Library Association, the Educational Media Commission of the Association for Supervision and Curriculum Development, and the Division of Audio-Visual Communications of the National University Extension Association. In addition, the representatives of the programmed instruction organizations frequently reminded their colleagues of the Council that programmed instruction is not a medium, but rather an instructional process.

On issues of concern to the Council as a whole, divergence of interests had occasionally even meant that Members found themselves strongly opposed to the positions of other Members. The question of copyright revision, for instance, was at one time so potentially devisive that the Council confined discussion of the issue to "information sessions" which were formal presentations not followed by debate -- and which, while perhaps less than satisfactory at the time, did ultimately help to ameliorate differences among Members on copyright.

Programs

Programs of EMC Member organizations were also very different, one from the others. Some Members were primarily service organizations, dedicated to provision of information about media developments to their professional memberships through journals, conferences, and

project activities -- and sometimes also offering such practical services as employment and insurance programs. Although all were nonprofit organizations, some -- including some of the professional associations -- were registered lobbyists devoting considerable effort to urging legislation favorable to utilization of media -- a fact which had imposed upon EMC a perhaps excessive circumspection in regard to any kind of expression on legislative matters. Some members regularly undertook execution of special projects funded by the Government or by private foundations, while others wished they could do so, and still others strove to relieve their staffs of this kind of responsibility. Some had very elaborate programs, involving participation of many individual members, while others could program little more than modest publications programs and annual conventions.

The Fifteen: Specifics

The list of EMC Members appended to the report prepared for the Council in 1967 by its "objective" management consultants may be presumed to spell out without prejudice some of the aforementioned organizational diversities united in EMC (through membership totals and dues cited are now much out of date):

American Book Publishers Council (ABPC) -- a trade organization representing 191 corporations and institutions concerned with the production and distribution of books. Dues vary with sales volume.

American Educational Publishers Institute (AEPI - previously known as the American Textbook Publishers Institute) -- a trade organization representing over 100 corporations and institutions concerned with the production and distribution of textbooks. Dues vary with sales volume.

American Library Association (ALA) -- a group with 34,600 members, divided into 14 divisions offering specialized publications, programs, and services relating to matters significant to the library field. Individual dues are $6 per year, and institutional members pay up to $250.

Association for Supervision and Curriculum Development (ASCD) -- an autonomous division of the National Education Association, concerned with the improvement of all phases of curriculum. ASCD has approximately 14,000

individual members and 4,000 institutional members, with annual membership fees of $15. The Association joined the Council in 1961.

Department of Audiovisual Instruction, NEA (DAVI -- later renamed Association for Educational Communications and Technology, AECT) -- an autonomous division of the National Education Association devoted to improving education through the effective use of audiovisual materials and methods. DAVI has approximately 7,500 members and an annual fee of $10.

Educational Film Library Association (EFLA) -- a national clearinghouse of information relating to the production, distribution, and use of educational films. EFLA has 2,000 members, primarily institutional. Annual membership fees do not exceed $100.

Electronic Industries Association (EIA) -- a trade association of electronics companies, most of which have an interest in the production and sale of educational media equipment. EIA has approximately 400 members, and dues vary with the volume of sales. The Association joined the Council in 1960.

National Association of Educational Broadcasters (NAEB) -- a professional association of institutions and individuals whose careers are in educational broadcasting. It fosters and supports educational uses of radio and television. NAEB has about 3,000 members. Institutional members pay an annual fee up to $500, and individual members pay $15.

National Audio-Visual Association (NAVA) -- a trade association of producers and distributors of instructional audiovisual equipment and materials, dedicated to improving the professional status and business practice of the industry; increasing use of audiovisual equipment and materials; and promoting better relations between suppliers, distributors, and customers. NAVA has about 725 commercial members and about 200 associate members, and annual membership fees are based on gross volume of sales, with a maximum fee of $1,125.

National Center for School and College Television (NCSCT -- later, National Instructional Television Center, NITC) -- a nonprofit organization sponsored by the Indiana University Foundation, with 30 employees and income from the preparation of materials for use in formal education by educational television installations. NCSCT joined the Council in 1965.

National Educational Television (NET) -- an independent nonprofit educational television program agency serving approximately 130 affiliated non-commercial stations throughout the country. NET receives financial support primarily through the Ford Foundation.

National Society for Programmed Instruction (NSPI) -- a professional association devoted to the encouragement and stimulation of progress in the technology of instruction. NSPI has approximately 2, 500 members, and annual membership dues are $6. The Association joined the Council in 1964.

National University Extension Association (NUEA) -- an association of non-land grant institutions concerned with mutual problems of extension work and the coordination and provision of audiovisual services to member institutions through its Division of AV Communications. NUEA has 114 institutional members and an annual membership fee of $150.

Society of Motion Picture and Television Engineers (SMPTE) -- an individual membership organization concerned with advancing the engineering and technical aspects of motion pictures, television, and allied arts and sciences. SMPTE has 6, 500 members, and annual membership fees are under $25. The organization loined the Council in 1964.

University Film Association (UFA -- formerly University Film Producers Association, UFPA) -- an association for furthering and developing the potentialities of the motion picture medium for purposes of instruction and communication throughout the world. UFA has 400 individual members and 90 institutional members. Individuals pay $10 per year, and institutions pay $50.

Parallels in Organizational Development

Inevitably, some of the differences among EMC Members reflected the length -- or brevity -- of their histories; but the self-study revealed some interesting parallels in those histories. In the matter of the establishment of a national headquarters office with full-time staff, for instance, it might be said that the National Society for Programmed Instruction, which was at that time debating ways and means to take this step, was approaching the point in its development reached by the National University Extension Association in 1966 and by the National Association of Educational Broadcasters in 1960. After nearly 100 years, therefore, the American Library Association could still sympathize with NSPI's problem as one it once knew; and NSPI could look forward to one day having its own building and a staff numbered in the hundreds. EMC Member organizations had developed with varying degrees of celerity and in different ways and directions; but process was perforce one of the characteristics they all had in common since status quo has almost invariably proved fatal to educational organizations in a century of drastic and rapid educational change.

Basic Elements of Commonage

With all the diversity within its Membership only briefly noted here, one striking interlineation of the self-study was its demonstration of how much the Members of the Council have in common with one another and, as organizations, with the EMC organization in which they are joined. Like the Council, all of its Members struggle with the problem of role, and all continually debate what their organizations ought to be and do in relation to their members and the educational community at large. All regularly consider changes in their operational structures for the sake of more efficient functioning, and all -- even those with very large operating budgets -- have problems of support. (Almost every membership organization in EMC has increased its dues at least once during the period of this study.) As in any large association of human beings, all develop internal politics which enliven and complicate their operations. All have many faithful and hardworking cohorts upon whom they depend heavily for development and execution of their programs, and all have at least one dissident highly critical of program or policies. All wish to grow larger, more financially secure, and more influential; and all therefore strive to make their programs attractive to potential new constituents.

In the period of this study, all EMC Members were confronted with the contemporary problem of the "relevance" of their programs to focal national problems -- poverty, racial discrimination, and inequality

of education. All experienced stormy sessions at national conventions; heated debates in board meetings; and earnest organizational soul-searchings by special committees, study groups, and task forces. All were making efforts to respond to social challenges, and so were mutually subject to a kind of stress that also impinged on EMC.

Since all EMC Members are governed by boards of directors with changing constituencies and at the time of this study almost all were headed by officers elected from their memberships for limited terms, all were subject to shifts in program emphasis reflecting the character and interests of changing leadership -- which fact can cause problems of "continuity." As rotating constituent leadership is a natural, healthy, and revitalizing practice in membership organizations, so most EMC Members have been extremely fortunate in the calibre of their officers and directors; but few are secure from the rare but always possible adverse effects upon their program in instances where an elected leader is less able, less diligent, or less disinterested than his predecessors. Similarly, all are affected by the characters and personalities of their professional staffs; and "search committees" charged with the responsibility of selecting new chief administrators seldom find the assignment an easy one. Few nonprofit organizations are able to offer financial compensation commensurate with that available to highly qualified persons in other kinds of executive positions; and by the same token the relatively modest wage scales applicable for lower-echelon staff makes for considerable turnover in the ranks. Nevertheless, most EMC Members have been able to enlist leaders and professional executives who are exceptionally able, productive, and "dedicated" -- as witness the fact that of the 25 Member representatives who attended the first meeting of EMC in 1960, 14 were still active in the Council during the period of this study, providing a well-nigh unique continuity dimension.

The Mix

It is these highly motivated individuals who meet -- each representing an organization he both serves and leads -- in the Educational Media Council; and EMC has had from most of them the very considerable advantage of the same kind of loyalty and identification they feel for their own organizations. As each one of them is, in a sense, fascinated by his own organization, so he is subject to the complex fascination of the multi-organization Council; and this special kind of interest has been reinforced by the cordial relationships developed among Member representatives -- to the extent that on numerous occasions one or another of them has charged, somewhat ruefully, that EMC is <u>too much</u> "the club," a meeting group of friends, rather than a Council of

organizations. One unfortunate aspect of this high-level "club" syndrome in EMC has been its tendency to discourage report back to organizational constituencies by the leaders who represent them in the Council. Although some have made spasmodic efforts to inform their memberships about the EMC program, Member representatives in general acknowledge failure to do so in any regular and systematic way, and agree that greater involvement of their constituencies would not only make EMC more valuable to their organizations but also strengthen the Council itself. Nevertheless, the Council could not have developed successfully without the informal cordiality which is also characteristic of the leadership groups of its Members; and it shares with them the dichotomies of any group of able, articulate, temperamentally hegemonic individuals of strong opinions and broad responsibilities who have a primary responsibility to a subgroup and must speak for others as well as for themselves.

The increasingly strong bond uniting the diverse elements of EMC was -- and is -- the commitment of all its Members to a multimedia approach to education, a commitment which the Council has done more than any other agency to foster. As the various Members of EMC came to know and understand the programs and concerns of the others, the Council became something greater than the sum of its parts; and it was this diverse, complex, tenuously united, and cohesively motivated organization which undertook the self-study of EMC.

CHAPTER III

THE MODEL

The professional management consultants retained by the Educational Media Council to initiate its self-study with an objective appraisal of EMC presented to their client not one but three alternative models on which to base their study.

Alternative Designs

The first of these, appropriately styled "the Club," was a "nucleus or minimum-level organization" subsisting on its annual dues income of $1,500 in support of a program consisting primarily, if not entirely, of one meeting each year, with the host and conference-planning responsibility to be rotated among Member organizations.

The second alternative, "the Association," called for continued maintenance of a headquarters office manned by one professional person and one clerical assistant, with an annual budget of $30,000 to be derived from increased dues paid by an expanded Membership; sales of conference proceedings; a subcontracting consulting service for Member organizations; and possibly also some consolidation of compatible Member services that might be performed by EMC, along with some sharing by Members of Council facilities (space, computer time, direct telephone services, printing and production, etc.) "The Association" would be able to continue EMC's traditional functions as a forum and information clearinghouse for its Members, would develop special services for Members, and would serve the educational community by sponsoring significant conferences and generating useful publications.

The third alternative, dubbed "the Expanded Model," mandated an enlarged staff to be headed by a new kind of executive director with "a strong program" of his own for whom Member representatives are "viewed as a resource which the executive director may draw upon for advice and assistance" and to whom the EMC Board of Directors must be willing to delegate responsibility and authority. Budgeted at $83,000 per year, the "Expanded" EMC would continue its forum and clearinghouse activities, but would build "an approach that differs from a mere summing of Member abilities." On the assumption that the "Expanded" Council would be self-supporting after the first two years, the consultants proposed supporting the organization during that developmental period

partly by services already mentioned, but in most part ($53,000) by additional dues income to be paid by an increased total of 25 Members. They additionally recommended reduction of the Council Board of Directors -- traditionally comprising one representative from each Member organization -- to a five-man body.

The Determination

Copies of the consultants' report were distributed to all Member representatives in advance of the 23rd meeting of EMC, held in Washington in June of 1968, with Edwin Cohen presiding. The executive Committee of the Board of Directors, which had accepted the report some months earlier, commended the consultant firm upon its performance and presented to the Council a recommendation favoring the second, or "Association," model, with some additional modifications and amplifications.

As the Executive Committee had done, the Council dismissed the "nucleus or minimum level" model -- "the Club" -- virtually without discussion, no Member being willing to see the Council program reduced to a single annual meeting. The third, or "Expanded," model was discussed; and although it won no votes, the Council conceded some merit in it as an ultimate objective. It was not, however, considered seriously, for two reasons. The recommendation for a Board of Directors reduced in number and a chief executive officer to whom responsibility and authority would be delegated by the Board were unacceptable in a traditionally egalitarian group of organizations in which each prized very highly its vote in decisions of the governing body. Moreover, the very substantial dues increases proposed were quite beyond the means of some Members and, in terms of value to be received, unjustifiable to others.

After discussion of the consultant's three alternative models, the Council endorsed the recommendation of the Executive Committee in favor of the second model, "the Association," calling for maintenance of the headquarters office and minimal staff, some increase of Membership dues, and exploration of various revenue-producing activities -- to be developed, it was stressed, on the basis of intrinsic merit and usefulness. Accordingly, subsequent discussions at the 23rd Meeting were phrased in terms of a future program in which committee and staff activity would be concentrated on development of services to Members, expansion of information services to the educational community, and programming of studies and projects leading naturally to diversification of Council support.

CHAPTER IV

TESTING THE MODEL

First Major Assembly

The first activity of the study actually preceded the contract period by some weeks because of delays in processing the governing document. At the 21st Meeting of the Educational Media Council in November of 1966 when, under the Presidency of William Harley, plans for the study were developed, they included one for "a major national assembly" each year. The first such assembly was outlined at that time; work was begun immediately; and the conference was held April 18-20, 1967, in New York City. The pre-announced statement of the purpose of the conference, designed to engender "New Relationships in ITV," was "to examine in detail some of the central issues of education today, along with major trends in educational processes which must be fully understood before instructional television in any form can even be considered ... a true working conference involving education and industry in shirt-sleeve discussions." The three-day conference was attended by 200 invited representatives of the electronics industry and educational broadcasting, constituents of two EMC Members -- the Education Section of EIA and the ITV Division of NAEB. A list of conference topics and speakers is attached as Appendix D.

Although the conference was judged successful per se, it was perhaps most significant to EMC as a first and important phase of the self-study project. An EMC Conference Evaluation Committee monitored all sessions of the conference, from the general sessions to the small-group and even-smaller-group "buzz" sessions, and then met to review the proceedings in detail on the day following the conference. Its report endorsed the conference-generating and conference-managing function for the Council as viable and serving a recognized need in the educational community.

Conference Proceedings

The taped proceedings of the conference were transcribed and edited by staff; and in time they were published as New Relationships in ITV, an 176-page paperback book illustrated with photographs taken at the conference (attached as Appendix E). After distribution to all conferees and EMC Member representatives, the book was offered for

sale at a nominal charge ($3.00 per copy, with discounts for EMC Member constituents and quantity orders). A first printing of 1,000 copies was soon exhausted, and a second print order for 1,500 copies was made possible by sales receipts. With no advertising and only a very few reviews, the Council has now sold more than 2,000 copies through the cooperative efforts of EMC Members, which included announcements in news columns of their journals and newsletters and distribution of copies of an inexpensive brochure in mailings and at their conventions. Although the book was not published for profit and because of small print orders costs were relatively high, this modest success was instrumental in encouraging the Council to consider publications as not only a useful and appropriate EMC service but also a possible source of revenue for an eventually self-sustaining status.

Although the Council's original plan was for publication of the book by a commercial firm specializing in research and conference reports, the selling price proposed by the publisher was considered by the Council to be unrealistically high; and EMC published New Relationships in ITV through an arrangement with a private printer. In view of the very considerable investment of staff time involved in producing the text, the approximately fifty percent margin between printing costs and list price would have been highly unprofitable had not the editorial work been underwritten by conference registration; and a pricing formula holding print cost to a maximum of twenty-five percent was subsequently developed.

Design for a Second Assembly

The Council held its 22nd Meeting in Washington in October, 1967, with William Harley again in the chair, and devoted most of its time for three days to consideration of various aspects of the study. It was at this time that the professional management consultants retained by the Council interviewed most EMC Member representatives; and the consultants also attended most sessions of the meeting, including a meeting of the Board of Directors, and participated in discussions on the study. The first EMC "major assembly" having been fully reported, plans for a second conference were accorded high priority. In choosing a conference topic, the Council was mindful of one of its own recommendations in its final report to the Office of Education on its earlier study of media in vocational education and in programs for the culturally disadvantaged:

> This study has brought the problems of media usage in education for the

> culturally disadvantaged to the attention of several important professional educational and commercial organizations. These organizations, Members of EMC, have given considerable attention to this problem through individual annual conventions, conferences, and publications. But this must be seen clearly as only a modest beginning. EMC Member organizations should continue this attention and expand it. To do less would be irresponsible.

Several possible "next" steps for EMC were then listed in the report, and in a final recommendation the Council noted:

> Probably more importantly, the Council should continue to provide a national sounding-board and forums as well as to serve periodically as an informed, friendly inquirer into current practices. Its efforts in these areas have effects far beyond its own Membership.

After discussion of the various follow-through activities suggested in the report, the Council approved a motion that selection of a topic for its second national conference be "built upon work already done," and that the topic chosen be related to the previous EMC study. USOE briefings at this meeting were related to the conference topic area and included presentations by Regina Goff, Special Assistant to the Commissioner, Office of Programs for the Disadvantaged; and Philip Teske, Research Specialist in Vocational Education. An ad hoc conference committee recommended to the Council that both the topic for the assembly and the desired conference outcomes be carefully delimited so as to be measurable and not too broad in scope for encompassment in a one-and-a-half-day meeting, and they further proposed that the conference be a high-level invitational event. Shortly after the meeting, a planning committee began the work of outlining conference plans, meeting also with the EMC Executive Committee in February of 1968.

EMC Concern for Standards

One of the speakers at this 22nd EMC Meeting was Donald L. Peyton, Managing Director of the United States of America Standards Institute (USASI), now the American National Standards Institute, who invited EMC to send a delegation to an USASI-sponsored General Conference to Investigate Standards in the Audio-Visual Field, scheduled for the following month. The Council voted to accept the invitation; and

a five-man delegation participated in the conference discussions which resulted in the formation of the USASI technical committee known as PH7.

New Council Meeting Format

During the spring of 1968, the Executive Committee of the EMC Board of Directors -- now headed by the Council's new President and Board Chairman, Edwin Cohen -- met several times to consider the report of the management consultants, which was completed and submitted during this period; plans for the projected second national assembly; and the agenda of the next scheduled meeting of EMC. In an effort to provide Member representatives attending Council meetings with information and insights on significant educational developments which they could report to their constituencies, the Committee decided to devote an entire day of the meeting to a single topic, "Interactions in Education," with a program involving representatives of Federal, State, and local education agencies, along with the private sector, including foundations and the education industry.

The 23rd Meeting of EMC was held in Washington in June of 1968; and among participants in the "Interactions" program were Ralph K. Huitt, Assistant Secretary of HEW for Legislation; Wayne O. Reed, Associate Commissioner of Education for Federal-State Relations; Donald Davies, Associate Commissioner for Educational Personnel Development; Andrew R. Molnar, Acting Director of the Division of Higher Education Research; James A. Sensenbaugh, State Superintendent of Schools for Maryland; Morrie Helitzer, Vice President for Public Affairs of the McGraw-Hill Book Company; and Gene Wyckoff, Director of Creative Educational Projects of the Radio Corporation of America. Having identified simulation as an especially interesting and significant new educational medium, the Council also devoted an evening session of the meeting to visiting the headquarters of Urban Systems Simulations.

A highlight event of the 23rd Meeting which proved particularly important to the self-study project was a report to the Council by Sidney G. Tickton, staff director of the new Commission on Instructional Technology. Under the chairmanship of former Commissioner of Education Sterling M. McMurrin, the Commission had met for the first time on the preceding day; and Tickton outlined the just-formulated plans for its study and report, to be completed not later than June 30, 1969. Stating that "because the problems are hot, something will be accomplished," he told the Council that the Commission's first step would be solicitation of position papers and opinion papers from key agencies involved with instructional technology, and said that Council

Members would be invited to present information and express their views. In the months that followed, most EMC Members did address papers to the Commission on Instructional Technology, some also making presentations at CIT meetings; and the natural interest of the Council as a whole in the work of the Commission resulted in another and important "interaction."

Revised National Conference Concept

It was at this EMC Meeting that the decision was made to conduct the self-study on the basis of the management consultants' second alternative model, with some modifications; and, developing a major thrust of the study, the Conference Committee reported its plans for the projected second national assembly, with a detailed recommendation for program emphasis on materials, techniques, and programs for affecting orientation and attitudes, establishing motivation and relationships, and developing basic social concepts of the dysrelated -- from the disadvantaged preschool child to the high school drop-out. An extensive Council discussion followed, culminating in adoption of an entirely new conference concept. On the basic premise that conferences are too often ephemeral efforts because no effective dissemination of conference findings is achieved, and the further premise that any EMC occasion to confer should be approached in terms of "new kinds of learners in new settings with new kinds of media," the Council agreed that conference stimulus materials on the use of media in such "new learning situations" as Head Start programs or store-front vocational training centers would be presented through use of tapes, films, slides, or other media to groups of key leaders in education, Government, and industry -- whose reactions would in turn be recorded on film, tape, etc. The resulting two kinds of materials, it was thought, could then be packaged and repackaged in various modes and forms for different kinds of dissemination and different audiences; and for the reaction of each new audience would be a continuation of the prime conference. It was noted, also, that the inventiveness of the format should have impact as a new approach to the pervasive problem of how to reach more people more effectively. Council staff was requested to begin a survey of existing materials on effective and creative uses of media which could be excerpted for inclusion in a basic presentation.

During the summer and fall of 1968, an intensive effort was made to identify such materials. Videotapes and films seemed to be the materials that might prove most useful; and the constituencies of several EMC Members were asked to make specific recommendations. Although educational radio and television stations were at that time making special efforts to develop programming for the disadvantaged,

for unemployed drop-outs, and for minority groups, it appeared that most were presenting live programs or, when programs were taped, erasing the tapes for reuse after only a few days. Council staff screened dozens of films, including a good number then in use in Office of Economic Opportunity programs, Head Start, and the Job Corps, looking for footage showing media in use with disadvantaged children and with youths in vocational programs. They were able to identify only a few sequences that were relevant to the projected EMC conference presentation; and it was soon disappointingly clear that in 1968 most films showing media being effectively used in education pictured schools in well-to-do or middle-class districts, and most films showing disadvantaged children and youths were produced to demonstrate the paucity of media normally available to them. The search for appropriate materials was continued, however, for some months.

The Council as a Consultant Service

EMC consideration of its capability as a consulting agency was partly concerned with ways the Council might be more useful to the Office of Education, and partly with the possibility of developing a service that could be made available to the educational community at large. The latter seemed a logical extension of normal EMC functions, since in the Council's Member constituencies were almost all of the foremost media authorities who are regularly called upon for consultation, and since all Members were national in character and therefore supposedly could provide qualified experts in any part of the country. It was agreed that an EMC consultant service should be structured in terms of a multi-media approach to problem-solving; and during 1968 the Council conducted a survey of on-going consultant activities within its Member organizations -- which proved for the most part to be occasional -- and discussed ways of combining some of these activities with others to be initiated. Several Council discussions indicated that if, as proposed, the national constituencies of Council Member organizations were to be drawn upon, structuring of an EMC consultant service might have to be complex and elaborate to a degree that could not be implemented by a limited staff and volunteer committees. Such a plan appeared to be preferable, however, to a suggested alternative procedure based upon the employment by EMC of professional staff to perform consultation services under the general direction of the Council; and EMC is still exploring ways and means of establishing a service coordinating ongoing activities of its Members. Since it could not be demonstrated, however, that an EMC service would augment and strengthen consulting services of its Members, some indicated apprehension that a Council service would prove

competitive with their own consultant programs; and for this reason the Council did not aggressively pursue this project actively.

Meanwhile, USOE sounding-board sessions at Council meetings were steadily extended as indicated; and EMC staff continued to provide modest spot consultation and referrals in response to letters, telephone inquiries, and visits from persons in need of information and advice. The Council library became increasingly useful as an information resource, with its growing collection of the journals, newsletters, and other publications of Members.

EMC Newsletter and Other Dissemination Activities

During these same months of 1968, a new experimental monthly newsletter was produced by Council staff, reporting activities of EMC Member organizations, news of important developments in the media field, events within the USOE and the Congress affecting media utilization, and the progress of Council projects. Produced by photo-offset from a justified type-script with fototype headlines and illustrated with photographs and with cartoons drawn by William Harley, the newsletter was inexpensive in dollars but costly in the amount of staff time necessary for editorial work and lay-out, which averaged close to a full week each month. It was sent at first only to EMC Member representatives, some of whom later requested additional copies for members of their boards of directors or for media sections. Being specifically experimental and restricted to a "family" circulation, the newsletter was fairly lively in tone and presented different kinds of news in each issue, even appearing under a different name each month. Sample copies are attached as Appendices E, F, and G.

At midsummer in 1968, a second intra-Council dissemination activity was preparation of an experimental mail packet of materials engendered by Member organizations -- new publications or publications catalogs, conference programs, project reports, reprints of journal articles, and important news releases. Also in the packet were several pamphlets published by the USOE, including the summary version of the Report of the Commission on Equality of Educational Opportunity.

Also in 1968, the Council conducted its tenth contract study for the Office of Education, a project evaluating the five annual editions of the EMC Directory of Summer Session Courses on Educational Media (OEC-3-8-088050-0040 (016)). With the assistance of 17 EMC Member representatives who were members of university faculties, the Council staff reviewed the Directory project procedures and evaluated findings of the project survey over the years. On the basis of this evaluation,

which demonstrated in some detail the essential usefulness of the Directory to would-be summer scholars and its pertinence as a research survey, the Council voted to continue its publication, using new and improved survey, compilation, and dissemination procedures developed in the course of the evaluation project.

In September of 1968, a new EMC Editorial Advisory Board chaired by Robert J. Pitchell, of the National University Extension Association, held its first meeting, and from that time on provided counsel to staff on the newsletter and other dissemination activities. This group also began discussion of an expanded EMC publications program, considering such new projects as compilation and publication of a directory of courses on educational media offered by colleges and universities during regular sessions.

Expansion of Council Membership

Meanwhile, under the chairmanship of Henry C. Alter of National Educational Television, the Council Membership Committee reviewed a long list of organizations suggested by Member representatives as possible new EMC Members. The Executive Director was asked to begin exploratory conversations with heads of six organizations selected from this list, and to consult with the Council's attorney on the question of their eligibility. The Membership Committee also exhaustively reviewed the By-laws of the Council and drafted a number of revisions, with particular reference to those sections which applied to categories of Membership.

At the 24th Meeting of EMC, held in Washington in November of 1968, the report of the Membership Committee was the subject of considerable debate; and the Council eventually accepted several of the Committee's recommendations. Election of new Members by a two-thirds vote of the Board of Directors, rather than by a unanimous vote as previously required, was approved. A new category of Associate Membership -- to comprise "national nonprofit associations or organizations concerned with any aspect of the media field" -- was established, to allow for limited participation in the Council program by groups -- e. g., architects -- whose interest in media might be less substantial than that of full Members but who nevertheless might have a real concern for developments in the media field.

The section of the By-laws which had permitted election of Members-at-Large as "individuals who are career specialists in the media fields mentioned in the purpose of the corporation and whose contributions to the Council programs are deemed useful" was unaltered

in substance, but the category of Membership was changed so that in future such persons (only six in number, to date) would be called "Life Members." The never-activated categories of Sustaining and Honorary Membership were continued, as recommended by the Committee, which also urged development of the Sustaining Membership as a useful way of involving the education industry more directly in the Council program -- and as an additional source of revenue which a number of Member organizations had successfully developed.

The most strenuously debated recommendation of the Membership Committee was that favoring establishment of a category of Individual Membership; and, as previously noted, this motion failed because of the opposition of some Member representatives who believed an effort to enlist individuals as EMC Members might prove competitive with the membership drives of their own organizations. In this connection it was also noted that low-dues individual memberships usually cost so much to service that any additional income they might engender is minimal.

After further refinement, By-laws amendments embodying the approved changes were subsequently ratified by mail vote. The six organizations recommended by the Membership Committee to be invited to consider EMC Membership were also approved; and in the course of the following months, three of the six were qualified: the American Society for Training and Development, an association of persons engaged in business and industrial training programs; the Educational Products Information Exchange Institute, an educational cooperative providing its members with impartial information of the availability, use, and effectiveness of educational equipment, materials, and systems; and the Magazine Publishers Association, a trade association which had recently evinced an increasing interest in classroom utilization of magazines.

EMC Membership Dues

At its 24th Meeting the Council also reviewed and approved income and expense budgets for the current fiscal year; and its Board of Directors voted a "cost of living" increase in EMC Membership dues -- from $100 to $200. A more substantial increase was discussed; but once again the limited resources of some Members made a higher determination difficult. A sliding scale of dues, based on ability to pay, was proposed; but as it had done on several past occasions, the Council resisted the idea of a graduated dues schedule, being reluctant to formally categorize its Members in terms of operating revenues. It should be noted at this point that in addition to accepting increased dues, during the preceding year Council Members had for the first time been paying

the travel and subsistence expenses of their representatives attending Council meetings; and for most this meant an outlay very considerably larger than the dues increase.

Further Extension of the Forum Function

Continuing its new policy of designing Meetings to provide Member representatives with first-hand experience of leading-edge developments in the media field which would be valuable for their own organizational programs, the Council planned its 24th Meeting in such a way that -- aside from business sessions devoted to the self-study project -- the meeting provided an overview of significant curriculum reform projects involving use of educational media. Nicholas Helburn, Director of the National Science Foundation's High School Geography Project, demonstrated media integral in the operation of his project, ranging from special maps, slides, and overhead transparencies "all the way to trains, bells, and whistles". Elena M. Sliepcevich, Director of the School Health Education Study, reported on one of the few national curriculum reform projects supported entirely by private funds, and gave the Council a sampling of the notably effective overhead transparencies and overlays as well as print materials developed in the SHES program. Representing the "Science -- a Process Approach" study of the American Association for the Advancement of Science, Henry H. Walbesser, Jr., Assistant Director of the AAAS Commission on Science Education, used a notable variety of projected media. The final program event was a demonstration report on the Manhattanville Music Project presented by its Director, Ronald B. Thomas. All project reports were in-depth presentations of three or four hours duration; and the validity of the program concept was apparent in the discussion periods which climaxed each report. (See Appendix E.)

Expanding Publications Program

Despite the fact that the Office of Education had been unable to provide support for a sixth annual edition of the EMC Directory of Summer Session Courses on Education Media in 1969, the Executive Committee voted to compile and publish a 1969 Directory; and this was done. In consultation with the Editorial Advisory Board, the Committee further approved plans for publication by the Council of Robert de Kieffer's second revision of his doctoral dissertation, conducted with the assistance of Melissa de Kieffer -- "A Two-Decade Study of Educational Media Activities in Teacher Education in the United States, 1947-1957-1967." De Kieffer's two earlier studies, excerpted in DAVI's AV Communications Review, were widely known and respected in the media field; and special interest attended completion of his third study of the activities of

State departments of education, university extension divisions, and four-year institutions of higher learning in preparing teachers to use educational media in their classrooms. Since the 1967 study included detailed comparisons of that year's findings with those of the two earlier studies -- and covered the decade during which Title VII of the National Defense Education Act had made possible substantially increased use of media, the Council judged it particularly significant and worthy of dissemination.

Some months later, therefore, the Council's second paperback book appeared under the title of Media Milestones in Teacher Training (attached as Appendix M). Mindful of its well-considered experience with its first book, New Relationships in ITV, the Council held its print-cost ratio to 21% of list price by opting for fewer, larger pages; saddle-stitched rather than perfect binding; a venturesome larger initial print order; and a printer whose bids it knew to be firm. In the first months after its publication in 1970, Media Milestones sold quietly but steadily through the efforts of Council Members in reporting it to their constituencies and through news announcements in the education press; and the book promises well as a second staple of the Council publications program.

EMC Standards Conference

In November of 1968 at its 24th Meeting, the Council had reverted to its concern for the need for standards for educational equipment and materials and approved a proposal that EMC sponsor an exploratory conference for discussion of the concerns and activities related to standards of EMC Members and other interested organizations. In March of 1969 a conference group comprising representatives of all EMC Members and of the Institute of Electrical and Electronics Engineers, the National Association of Photographic Manufacturers, and the American Film Institute met for a full day, and unanimously passed the following motion:

> The conference group, recognizing the need for the establishment of some central consulting agency in the area of standards for equipment and materials in educational and training applications, recommends that the Educational Media Council consider the advisability of establishing an interorganizational advisory commission on such standards; and they further recommend that the scope of such a commission should include:
>
> a. serving as information clearinghouse on standards,

b. coordinating current standards efforts,

c. stimulating a systematic effort to begin development of a nation-wide standards program,

d. assisting development of an U. S. position in international standards programs, and

e. other activities as appropriate.

The group considered a variety of possible sources of support for the recommended agency, including project contracts with the Office of Education or other Government agencies, industrial and foundation grants, and contributions from participating organizations. They emphasized their conviction that, regardless of funding, the USOE and other Governmental agencies should be invited to participate in the work of the recommended interorganizational agency.

Final Phases of the Study: 25th Council Meeting

In May, 1969, by a mail vote of the EMC Board of Directors, three national organizations were elected to full Membership in the Council -- the American Society for Training and Development, the Educational Products Information Exchange Institute, and the Magazine Publishers Association; and their representatives were welcomed to EMC at its 25th Meeting in New York City the following month. With Edwin Cohen again presiding, business sessions of the Meeting were devoted almost exclusively to discussions of the "self-study" and to development of the recommendations which will conclude this report. In addition to expansion of Membership, several other project activities were also advanced. A second dues increase voted at this time brought the annual assessment to $275. The Council approved the recommendation of the March Standards Conference; and having decided that the most appropriate sponsor for the projected interorganizational advisory commission would be the Office of Education, passed a motion whereby staff was instructed to develop a detailed proposal. Further development of the new Council Meeting format included such program highlights as a legislative report by Jean Frolicher, Deputy Associate Commissioner of Education for Legislation; a report on the USOE Regional Laboratories by James A. Becker, Director of Research for Better Schools, Inc., and Eugene T. Maleska, Associate Director for Programs at the Center for Urban Education; and a report on the ERIC Clearinghouses by Adelaide Jablonsky, Associate Director of the ERIC Center on the Disadvantaged. (See Appendix G.)

Continued Interaction with the Commission on Instructional Technology

Perhaps the most important event of the meeting was a half-day session bringing together the full Commission on Instructional Technology and the EMC Board of Directors. On the previous afternoon, the Council had reviewed a list of discussion topics suggested by the CIT for the joint session, so EMC delegates might have the best thinking of all Member representatives. Particular interest was expressed by the Council in an evident CIT concern for developing recommendations that would help unify the media field; for possible CIT recommendations about the focus of the Federal Government in general and the Office of Education in particular regarding instructional technology; and for effective ways of disseminating "no less than 2,000 pages of good back-up materials" prepared for the Commission by consultants. The CIT-EMC conference was pronounced useful by both groups, and was discussed at some length by the Council at its final session -- during which another important determination was made.

Having heard a staff report on the scarcity of materials demonstrating media in use in programs for the disadvantaged and in vocational education, the Council cancelled its plan for a "media-packaged" national conference and agreed upon a new design for its second major assembly. Acknowledging that the Council and its Members might not wish to endorse all of the recommendations of the Commission on Instructional Technology, Member representatives nevertheless were unanimous in their conviction of the importance of the work of the Commission. They felt it essential that educators be informed about the report, and that the Council was uniquely qualified to assist dissemination of the Commission's recommendations. This consensus was embodied in a vote committing the Council to a high-level, invitational, national dissemination conference on the CIT Report, to be scheduled as soon as possible after the Report was released.

Release of the Report was then expected early in the summer of 1969; but although the Commission made its submission early in August, it was not made public until January of 1970. On the basis of fairly good indications that the document would be available for discussion in November, the Council scheduled its 26th Meeting for that month, and arranged a joint session with the National Association of Educational Broadcasters at their annual convention in the hope that Commissioner of Education James Allen might be able to comment on it at that time. Although this did not prove possible, CIT Chairman Sterling McMurrin, Commission member Kenneth Oberholtzer, and CIT staff director Sidney Tickton met again with EMC at its meeting to discuss plans for the EMC assembly.

Meanwhile, Commissioner Allen had announced plans for a new USOE Bureau of Libraries and Educational Technology; but this plan, too, was slow in taking shape.

Standards: Proposed Interorganizational Advisory Commission

A major session of the 26th Meeting of EMC was given over to a discussion of the problem of standards for educational equipment and materials. Panelists were Albert J. Rosenberg, Vice President, McGraw-Hill Book Company; Ken Winslow, Director of Educational Services, Actron Corporation; Raymond Wyman, Director of the Audio-visual Center, University of Massachusetts; and Roland J. Zavada, Film Services Division, Eastman Kodak Company. This discussion reinforced the Council's conviction of the importance of its proposed interorganizational advisory commission on standards; and a previously circulated draft of a proposal seeking support from the Office of Education for this project was approved after some modification. Although considerable interest in the project has been expressed by a number of USOE officials, because of budget cutbacks they have so far not been able to encourage EMC on the possibility of funding.

Second Major Assembly

On January 23rd, 1970, the Report of the Commission on Instructional Technology was released by the White House without comment. The Council's new President, Robert de Kieffer, had named three co-chairmen for a new conference committee: Howard Hitchens of DAVI/AECT, Robert Pitchell of NUEA, and James Thompson of NAVA. The chairmen met as soon as they received copies of the Report on the day it was released, and plans for the long-delayed major assembly were rapidly formulated. CIT Chairman McMurrin and three other members of the Commission -- Raymond Carpenter, Nell Eurich, and Harold Gores -- were able to accept the Council's invitation to participate, so that educators attending the conference would have ample opportunity for interaction with the Commission. Invitations to join the Council in co-sponsoring the conference were accepted by the American Association of Colleges for Teacher Education, the American Association of School Administrators, and the Joint Council on Educational Telecommunications. The conference was scheduled for March 31st and April 1st, 1970, in Washington; invitation lists of key educators and leaders of the education industry were developed; and arrangements made to obtain copies of the CIT Report for all individuals accepting invitations to attend.

Early in March the President's Message on Education Reform, with its proposal for a National Institute of Education, prompted the

conference committee to broaden the scope of the conference concept to include consideration of that proposal as well as the then-pending Educational Technology Act and other alternative proposals relevant to the future uses of educational media. Counsellor to the President Daniel P. Moynihan accepted the Council's invitation to report on the projected National Institute, and Commissioner Allen agreed to comment informally on plans for the Bureau of Libraries and Educational Technology.

Although presentations were made by all of the foregoing speakers (except Commissioner Allen, who was taken ill, but seconded by Harold R. Lyon, Acting Deputy Associate Commissioner for BLET), most of the two days of the conference were devoted to informal general discussion in which the members of the Commission present participated fully. The six major CIT recommendations (summarized in the conference program attached as Appendix I) were debated extensively both in general sessions, in small-group discussions, and in informal gatherings throughout the two days of the conference; and the assembly was judged successful in terms of its stated objective as a dissemination effort. As previously noted, all sessions of the assembly were recorded on audio tape; and copies of the tapes were offered to all conference registrants at cost. A detailed news report is attached as Appendix J.

Self-Study Addendum

The Council combined this national conference with its own 27th Meeting; and at its business sessions not only held final discussions on the self-study project, but also initiated a new endeavor culminating the project. Being now familiar with the details of the CIT Report, the Executive Committee proposed that EMC take action on the Commission's sixth major recommendation favoring development of "a mechanism whereby eeducation and industry might be brought together in a close working relationship to advance the effectiveness of instruction through technology" -- a National Council of Education and Industry. As an established and on-going education-industry-education "interface," the Council seemed uniquely qualified to undertake a design study for such a National Council; and by an unanimous vote, EMC approved a motion that the major thrust of its program for the next year would be development of plans for an NCEI design study.

CHAPTER V

CONCLUSIONS

The fraternal-twin problems of the role and operation of a nonprofit educational organization are far from uniquely urgent in the Educational Media Council, but they may be especially acute in EMC because of changing situations in the co-founding Office of Education. With the elimination of the Educational Media Branch in 1965, the basic role of the Council as a sounding-board for the Office of Education became blurred; and inasmuch as during its first years the Council was relieved of support problems by the nature of its USOE project contracts, the subsequent reduction and change in the nature of Office support left the Council with no developed mechanisms for self-sustainment. Unlike its Members, the Council had not developed gradually from modest beginnings. It was full-fledged with its inauguration, and some years later had operational modesty thrust upon it. The EMC self-study therefore brings the role-and-operations dilemma of nonprofit organizations into sharp focus.

When, during the Council's final discussion of the self-study in 1970 at its 27th Meeting, EMC President Robert de Kieffer included "dissolve the Council" among the options he formally put to the vote, the Council immediately and unanimously rejected this alternative. The votes affirming Member representatives' conviction that EMC is necessary and useful may have been prompted by a variety of conceptions; but it must be presumed that each representative believed EMC to be valuable in one way or another to his own organization -- not merely interesting and useful to himself. Each affirmative vote, moreover, must also be interpreted as a re-endorsement of the value of EMC as an agency fostering effective use of media in education. Significantly, one Member representative said, "If EMC did not exist, it would have to be created all over again tomorrow." A precise definition of the valid and viable role of EMC was not, however, so easy to determine.

The Model EMC

Although the Council rejected the management consultants' suggested "minimum-level" model (stipulating a program limited to one meeting a year with host responsibilities rotated among the Members), the second or "association" alternative model which proved most nearly acceptable was virtually a minimum operation. When the choice among the proposed alternatives was made in 1968 at the 23rd Meeting, EMC President Edwin Cohen elicited from the Council a statement of priorities.

The Council voted to assign very high program priority to meetings -- a minimum of two regular EMC Meetings each year, with program emphasis on emerging issues in the media field and exchange of information about ongoing activities of Members, plus one topical national conference each year. It was clear that the forum role of EMC was prized by its Members, and that the "national assembly" extensions of this role were judged to be appropriate and viable functions. The Council appeared to be uniquely qualified for an extended forum function as generator and sponsor of high-level national conferences bringing together key individuals in education, industry, and Government. Council dissemination activities were also considered to be usefully extendable, toward a more regular and more dynamic news and information service for both Member organizations and the educational community.

The Council also endorsed its traditional sounding-board role, affirming its sense of its continuing responsibility to stand ready to assist the Office of Education and particularly the Bureau of Libraries and Educational Technology as a regular sounding-board agency or consultant. Other activities approved were regular legislative review; systematic consideration of problems and developments within the Office of Education, with preparation of EMC White Papers when such documents might be helpful; the undertaking of special projects EMC is uniquely qualified to perform by reason of its identity as an established education-industry organization; and development of use by Council Members of the EMC Washington headquarters for special information services, office facilities, etc.

Essentially, this first determination early in the course of the study was an extension of the basic program the Council had maintained in the past, with amplifications such as national conferences and an expanded publications program developing out of the traditional forum and clearinghouse functions. The minimal headquarters staff agreed upon was to consist of an executive director and a secretary, with a research-editorial assistant to be added as soon as possible. Certain obvious difficulties attend implementation of an expanded program by an organization with so small a staff and a limited budget which does not permit travel and subsistence for the work of volunteer committees. In the process of testing this model, the Council found it for the most part workable -- and in some ways diffuse and unsatisfactory. It did, however, serve its purpose as a vehicle carrying the Council through the course of the self-study to its final determination.

Operation of EMC

Study of the operation of the Educational Media Council -- as distinct from definition of its proper functions, stemming from

specification of its role -- was concentrated primarily on problems of support. Here, the reaction of the Council to the recommendations of its management consultants was significant. Council discussion of the consultants' report beyond the specific alternative models proposed was never extensive, in either formal or informal encounters; and the reasons for this may well have applications beyond the EMC situation. The consultants' prime source of information about the Council had been their interviews with Member representatives. Promised anonymity, these representatives were both vocal and candid; and the resulting "objective" analysis faithfully mirrored not only faith, hope, and charity, but also doubts, disappointments, and criticisms -- like the melange of disparate attitudes which not infrequently co-exist in the mind of a single individual who is, by token of subjective involvement, at once a subject's strongest partisan and severest critic. Curiously enough, the objective professional evaluators had fallen victim to the Council's own enthusiasm for the potential of the EMC concept, in a kind of reverse transferral; and at the same time they were also sensitized to the frustration of Member representatives in the face of the constraints under which the Council was operating.

Aside from the fact that their report of the Council's self-praise and self-criticism was responsible for an interesting closing of the EMC ranks, the consultants' best service to the Council was their attempt to focus the attention of Member representatives upon EMC support problems. Since management consultants are economists, it is perhaps inevitable that their recommendations meet with some resistance in a nonprofit organization for which economic soundness is a necessary condition of survival but a matter of little interest to individuals for whom it is not a primary responsibility. Over the years, most EMC Member representatives had only grudgingly devoted time and attention to "Council business" in its financial aspects, rather than to less mundane matters; but the operations aspect of the self-study project was a self-imposed mandate they could not repudiate.

Membership Dues

The consultants made a number of suggestions as to ways EMC might become self-sustaining. The first of these was a proposal for substantially increased Membership dues to be paid by an increased number of Members. For the third alternative "Expanded Model," with its $83,000 annual operating budget, the Council would add 10 new Members for a total of 25, each of which would pay dues increased from $100 to $3200 for an initial period of two years -- unless "the business Members" of EMC would "assume a greater share of the burden". So substantial an increase in dues was unthinkable to any Council Member; and few, if any,

could have afforded the "Expanded" fee. For the "Association" model which was adopted, with modifications, by the Council, dues of $1,000 were to be paid by 25 Members, with an additional $5,000 required to be earned by publications sales or other revenue-producing activities. In one discussion of proposed dues increases, seven Member representatives unofficially indicated their organizations might accept $1,000 dues billings; five thought their organizations could pay $500; and one said his organization could manage no more than $250. Second thoughts, however, voiced almost immediately in private, held the recommendation of the Executive Committee to a "cost of living" dues increase of $100; and the second subsequent increase of dues to $275 proved a hardship for at least two EMC Members in very short order. Subsequent proposals by the Executive Committee for a sliding scale of dues based on annual operating budgets were discussed with some interest and some opposition; and the Council failed to agree on a workable formula.

The Council did not rule out the possibility of more substantial dues, but the proposal was made at a time when Council Members were all feeling the effects of an economic recession and reduction of funds available for education -- with consequent budget problems in their own organizations and, in most cases, problems of dues increases for their own constituencies. The ultimate consensus, moreover, reflected a conviction that EMC's usefulness to its Members did not at that time justify more than a moderately increased assessment; and this conviction appeared to be coupled with an unwillingness to risk a larger dues investment, even for a limited period of time, on an "Expanded" Council as yet unproven. Behind this reasoning lies the fact that the nonprofit Member organizations of EMC are in a far better position to "pay their dues" with the valuable time and talents of Member representatives and the involvement of their constituencies than with substantial monetary contributions.

Expanded Membership Base

The Council accepted the consultants' recommendation for addition of new Members -- but specified that expansion of Membership must be undertaken "to reflect changes in the media field since the Council was founded", rather than to produce additional dues revenue. Concern lest the Council be "diluted" by the admission of organizations less fully concerned with media than the current Membership was frequently expressed, and Member representatives agreed that EMC must not become too large for full participation by all Members in discussions and project activities. Although the three very carefully nominated new full Council Members elected during the period of the study have proved valuable additions to EMC, the two foregoing caveats have made definition of the agreed-on Associate and Sustaining Memberships difficult. The Council intends, however, to pursue development of the latter categories as soon as its new

program is sufficiently well established to permit precise articulation of services that might be made available to Associate and Sustaining Members.

Revenue-Producing Activities

The consultants' secondary recommendations on development of revenue-producing activities such as publications and conference management reflect not only their own thinking but also that of Member representatives whose own organizations derive important support from saleable services. In accepting some of these recommendations, however, the Council did so only with the proviso that no such activity be undertaken solely for the sake of income potential. All such activities incorporated into the EMC program must be designed to serve significant needs, and must be of a kind the Council is uniquely qualified to perform.

The consultants' recommendations on cost-sharing of services such as mailings through use of EMC facilities did not excite much interest. Another suggestion -- that Council Members write EMC into their own projects when Council participation or assistance might be useful -- was not rejected; but no Member has ever acted upon it. (It should be noted, however, that on two occasions the consultants themselves subsequently asked permission to include EMC "piggyback" subcontracts in proposals of their own.)

Operating Budget

Having agreed on a minimum budget for a minimum operation, during the period of the study the Council was not able to develop its noncontract income beyond a point at which one-third of that minimum budget could be guaranteed. Some additional increase in Membership dues, possibly on a graduated scale, appeared possible; but it was clear that dues income would not soon, if ever, become a prime source of support. Pilot conference and publications activities were promising; but, in the early experimental stage, barely paid for themselves. Thus, the Council again faced the problem of grant and contract activities -- which by their nature have implicit in them the danger of diverting effort from work furthering the purposes of any contracting agency which is not constituted exclusively as a research and consulting organization. Reviewing its contract activities, all performed for the Office of Education, the Council re-endorsed them as directly related to its own purposes in general, and most specifically its role as advisor to the Office. The exclusiveness of its performance as contractor only for the USOE was, however, acknowledged to be a mixed blessing both for the Office and for EMC. Recalling the opinion of a former Director of the Media

Branch who said, "A good advisor is irresponsible," the Council concluded that it would be more useful to the Office if it were not in future wholly dependent on OE contracts, and agreed to mount a sustained effort to obtain support from other agencies for project activities.

These conclusions, based on the problem of EMC operation, confronted the Council with the necessity of defining for itself a role that would by its nature have support implicit in its intrinsic identity.

The Role of EMC

As has been reported, during the self-study project the Council confirmed and extended its traditional forum function beyond its usual pattern of regular EMC meetings. The two national conferences generated by the study were judged to be successful demonstrations of the Council's capability to assume a broader conference role; and the plan for an interorganizational advisory commission on standards exemplified another, specialized kind of forum activity for which the Council appeared to be uniquely qualified -- not to develop standards for educational equipment and materials, but to define needs for particular standards and to identify appropriate agencies to do the work of formulating technical specifications. The study also reinforced the role of EMC as a dissemination agency and clearinghouse, and suggested a variety of new activities on this level. Indeed, the forum and dissemination functions of the Council proved to be inter-related to a striking degree; and the Council's increased awareness of this fact was instrumental in shaping its new conception of the role of EMC.

The role of EMC as a consulting service was studied on two levels -- as a service to the educational community at large and as a service to the Office of Education. The self-study clarified a semantic problem which it was necessary for the Council to resolve. By dictionary definition, a consultant is one who gives expert or professional advice; and yet, as the terms are commonly used, consultant is not precisely synonymous with advisor. Inferentially, a consultant is one who is asked for, or retained to give, advice on call in connection with a particular problem or project. An advisor may be similarly invited or hired to advise, but he may also volunteer his expert or professional counsel.

The consultation services which the Council explicitly debated were of the on-call variety. EMC has not yet arrived at formulation of a program for providing consulting services to the educational community, but may be able to do so in time if the possibility of competition with services of Members can be avoided -- probably by interrelating,

coordinating, or supplementing existing Member consulting services. The EMC capability for usefulness to the Office of Education was a matter of more immediate concern to the Council. Inasmuch as one of the prime considerations in establishing EMC had been the Office's need for a "sounding-board" on problems involving educational media, the Council had faithfully scheduled "sounding-board" sessions at all of its meetings, and held itself ready at all times for Office consultation. During the five years before the Educational Media Branch was dispersed, the USOE-EMC relationship was clear-cut; and officials of the Branch have affirmed the usefulness of the Council. During the years 1965-69, the Council continued to make its "sounding-board" services available to OE staff involved with media programs; but OE conferences with EMC were more and more invitational, initiated by the Council for scheduled EMC meetings, and not always exclusively concerned with media developments. In the intervals between meetings, the Council was occasionally consulted by OE officials; but since Member representatives were scattered all over the country, most OE staff found it easier to call upon one or more of them individually, usually according to availability or special field of media expertise, rather than to invite reaction with EMC as a whole.

In August, 1969, Assistant Secretary/Commissioner of Education James E. Allen, Jr., announced the formation of the new Bureau of Libraries and Educational Technology; and the Council has followed development of the new Bureau with very particular interest. EMC's expressed williingness to assist BLET in any possible way has been welcomed by Associate Commissioner Burton Lamkin and his colleagues; and the Council trusts that it will now be able to serve the Office in new and more effective ways.

NCEI Design Study

As previously indicated, in the course of the EMC self-study the Council took an increasing interest in the work of the Commission on Instructional Technology; and when the Commission's Report was finally made available, the Council's deliberations were quickly focused on the sixth major CIT Recommendations calling for a "National Council of Education and Industry" -- "a small, high-level mechanism whereby the [previously recommended] National Institute brings education and industry together in a close working relationship to advance the effectiveness of instruction through technology". The culminating action of the EMC self-study was a decision to develop a design study for a National Council of Education and Industry; and the Council has drafted a proposal for such a study, including a plan for shared support to be sought from industry, foundations, and Government.

Since the proposed NCEI design study is explicitly heuristic, the Council will embark upon it entirely without predetermination of the relationship between EMC and its ultimate blueprint for a National Council. It is clear, however, that the Media Council's consciousness of the strengths and shortcomings of EMC, so recently re-evaluated, can have extremely pertinent applications in the projected study. EMC does not specifically contemplate converting itself into a National Council of Education and Industry, since it would seem clear that the constituency of such a National Council would include elements other than the media organizations of EMC -- and that Government, education, and industry would be related in different ways to one another. Nonetheless, an NCEI designed by EMC might well prove to be an amplification and re-validation of the basic EMC concept. It is to be expected, moreover, that one particularly significant final conclusion of the EMC self-study will be prominently reflected in an NCEI design shaped by the Council -- that a truly effective education-industry-Government organization must be more action-oriented than EMC has been in the past. Indications are that an EMC co-existing with an NCEI would also be more action-oriented, evincing a Council consensus that too much of the time, "We have been talking to ourselves."

Final Determinations of the Self-Study

The Educational Media Council considers it more than coincidence that during the period of the EMC self-study two events of major importance in the media field occurred -- the study performed by the Commission on Instructional Technology and the establishment of the Bureau of Libraries and Educational Technology within the Office of Education. Both the recommendations of the Commission and the action of the Office in according Bureau status to educational media reflect conviction of the need for a focus for Federal programs involving media. As the single nongovernmental national organization comprising major professional and industrial organizations concerned with media, the Council is sensible of an urgent mandate to accept its full share of the responsibility for the missionary task of advancing use of educational media to assist solution of crucial national problems -- a labor which demands the best and co-ordinated efforts of education, industry, and Government. The facts that EMC unites the former two within its Membership and is well-seasoned as a sounding-board for the last constitute for the Council a binding obligation for service on which it stands ready to act.

The self-study of EMC has not resolved all its problems of role and operations, and the resolutions it does suggest are not easy ones. The study has, however, provided a carefully constructed and tested

model which has such inherent empathy for all Members of the Council that as a result of the study each had reinforced its sense of the importance of belonging to EMC and recommitted its resources of constituent energies, expertise, and concern. The concept of the model EMC will undoubtedly change as the media field changes; but like the field of its endeavors, the Council's changing can only be the sometimes slow, often painful, always vital process of growth.

The Educational Media Council concludes its self-study strongly reinforced in its conviction of its responsibility to direct its efforts toward advancing effective use of instructional technology for improvement of the quality of education. It is similarly convinced that the force of 18 national organizations acting and speaking together to this purpose can be, by reason of their unity, far more than a mathematical multiplicate; and that the Members of EMC must accept their joint responsibility to function more positively and dynamically as a forum, clearinghouse, and dissemination and consulting agency if the Council is to realize its full potential of usefulness to education, to the education industry, and to the Office of Education.

CHAPTER VI

RECOMMENDATIONS

In concluding this self-study of the Educational Media Council as "a model educational association" and as an education-industry consortium, EMC presents the following recommendations:

EMC urges full development of the Bureau of Libraries and Educational Technology within the Office of Education. The Council applauds the establishment of the new Bureau, and commends its staff upon the structure and program they have outlined. The Council recommends that every effort be made to augment the resources and manpower available to the Bureau for implementation of its program, and that this program be accorded high priority among the activities of the Office of Education.

The Council urges that in addition to the Educational Broadcasting Facilities program and others so far transferred to the Division of Educational Technology, the Division be augmented by transferral of, or initiation of, other programs representing the entire range of educational media and that the Office develop full-fledged legislative support for a comprehensive variety of activities within the Division.

EMC recommends that in future the Office of Education more actively take advantage of the consultation capability of the Council -- as "sounding-board", consultant, or advisor on programs and projects involving educational media. EMC trusts, moreover, that if from time to time the Council should volunteer statements of opinion or position on media matters, the Office will accept such statements as appropriate. The Council hopes that its consulting services may be rendered to the Office in a more systematic fashion than has been the case in the recent past, and would welcome an opportunity to assist development of more regular channels of communication. In addition to making better use of

"sounding-board" sessions at Council meetings and of the organizational communications network of EMC, the Council suggests, for instance, that the Office of Education re-establish its program of monthly education association briefings, possibly planned in consultation with an advisory group through which the Office might test the interests and concerns of associations in specific program developments. Similar briefings might also be inaugurated by appropriate agencies of the Department of Health, Education, and Welfare. Since the Bureau of Libraries and Educational Technology is the agency of the Office which may best be served by EMC, the Council would most particularly welcome regular briefings for its Member representatives in Washington by BLET staff; and here again EMC would gladly designate representatives to serve as a regular "sounding-board" group, and would willingly undertake to elicit reactions on given problems from the full Council.

EMC recommends that the Office of Education take action on the problems of standards for educational equipment and materials. Having developed the plan described in this report for an interorganizational advisory commission on standards, the Council has gone on record with a specific project design through which its Members volunteer their full co-operation in a mode that seems to them the most appropriate and useful; and they stand ready to activate the advisory commission project or to support other projects designed to meet this pressing need.

EMC urges its Members, the Office of Education, and other concerned agencies to join the Council in the work of developing a design for a National Council of Education and Industry. By whatever name such an education-industry-Government body may eventually be called, the Council endorses the statements of the Commission on Instructional Technology on the need for an NCEI through which the requirements of educators may be made known to the manufacturers of equipment and the producers of materials while, at the same time, the latter will have an opportunity to

make clear and discuss their problems with the users of their products. The Council believes that it is only through such a mechanism that education and industry and Government can achieve the desideratum which the Commission called "a realistic understanding of technology's potential for instruction".

EMC urges its Members and all other agencies interested in the humanistic utilization of media in all educational programs to focus attention on new ways of accounting for the nation's past and putative future investments in instructional technology in terms of productive social, economic, and cultural benefits. The unique potentials of the media -- especially when used in appropriate combinations -- to assist teaching and learning have been irrefutably demonstrated, and must now be reviewed by qualified authorities in the light of accountability to encourage further national investment, not only of dollars but also of technical skills, creative talents, and educational wisdom for the surely demonstrable benefit of future generations of truly "educated" men and women.

APPENDIX A

The Educational Media Council

1970 DIRECTORY

of

SUMMER SESSION COURSES

on

EDUCATIONAL MEDIA

The 1970 EMC Directory of Summer Session Courses on Educational Media

Designed primarily for classroom teachers and other summer scholars who wish to extend their professional competence through mastery of the "new" tools and techniques of instruction, the *EMC Directory of Summer Session Courses on Educational Media* is presented here in its seventh annual edition. In its concisely coded nine regional charts the Educational Media Council reports a notably wide variety of college and university offerings, ranging from "Topical Seminar in Diffusion and Adoption" to "Tropical Photographic Tour of the South Pacific." The arrival on the *Directory* scene of nearly 100 colleges and universities apparently offering media courses for the first time is welcomed by the Council as especially significant; and it should be noted that the absence from the *1970 Directory* of a number of major institutions renowned for their media offerings signifies only that their summer courses for this year had not yet been reported to EMC at press time.

As has been its custom, EMC also includes in the *Directory* related summer institutes supported by the U.S. Office of Education. In the case of the 1970 EPDA institutes for the training of media specialists, it should be noted, however, that – reflecting a major EPDA policy shift – all but one are full academic year courses. Institutes for training in librarianship are open to library educators and persons serving all types of libraries, information centers, or instructional materials centers offering library-type services. Detailed information about summer courses may be obtained from the director of summer sessions at a given institution; and information about a Federally-supported institute from its director at his own college or university.

The research presented in the *1970 EMC Directory* was executed through the cooperative efforts of the 18 Member organizations of the Educational Media Council: American Book Publishers Council, American Educational Publishers Institute, American Library Association, American Society for Training and Development, Association for Supervision and Curriculum Development, Department of Audiovisual Instruction, Educational Film Library Association, Educational Products Information Exchange, Electronic Industries Association, Magazine Publishers Association, National Association of Educational Broadcasters, National Audio-Visual Association, National Educational Television, National Instructional Television Center, National Society for Programmed Instruction, National University Extension Association, Society of Motion Picture and Television Engineers, and University Film Association.

The codes used in the regional charts of the *Directory* are:

I. Course level code
- **U** – Undergraduate course (s)
- **G** – Graduate course (s)
- **B** – Both Undergraduate and Graduate course (s)

II. Numerical code in column for "other" courses
- **1** – Special workshop (s) or local institute (s)
- **2** – Library media, media librarianship
- **3** – Advanced or specialized course (s)
- **4** – Seminar (s)
- **5** – Local production of media materials
- **6** – Media systems
- **7** – Independent study, internship, thesis

III. USOE institute code
- **L** – Training in Media librarianship
- **M/S** – Media specialist, summer institute
- **M/A** – Media specialist, full academic year institute

CONNECTICUT, MAINE, MASSACHUSETTS, NEW HAMPSHIRE, NEW JERSEY, NEW YORK, PENNSYLVANIA, RHODE ISLAND, VERMONT

	Survey	Research	Theory	Utilization	Materials	Administration	Radio	Television	Still Photography	Graphics	Motion Pictures	Programed Instruction	Computer Science	Information Storage and Retrieval	Other	Institutes
Annhurst College: Woodstock, Conn.															3	
Bloomsburg State College: Bloomsburg, Pa.	U			G	G											
Boston College: Chestnut Hill, Mass.	G	G	G	G	G		G	G	G	G	G				1	
Boston State College: Boston, Mass.	U	G	G	B	B	G							U			
Boston University: Boston, Mass.	G	G	G	G	G			G			G					L
Bridgeport, University of: Bridgeport, Conn.				G	G											
Bridgewater State College: Bridgewater, Mass.	B		B	B	B	B			B	B						
Brooklyn College: Brooklyn, N.Y.								U					U			
Bucknell University: Lewisburg, Pa.													U			
California State College: California, Pa.	U		G												3	
Canisius College: Buffalo, N.Y.													U			
Central Connecticut State College: New Britain					B			G		G						
City College: New York, N.Y.	G			G	G		G	G	G	G						
Clarion State College: Clarion, Pa.		G	G	U		G	G	G	G	G		G			3	M/A
Clark University: Worcester, Mass.			U		U						G					
Columbia University: New York, N.Y.										U	U		U			
East Stroudsburg State College: East Stroudsburg, Pa.	B			G					G							
Edinboro State College: Edinboro, Pa.	U				B			U					U			
Emerson College: Boston, Mass.	U			U	U		B	B	U		B					
Fairfield University: Fairfield, Conn.	G	G	G	G					G	G	G		G			
Fairleigh Dickinson University: Madison, N.J.	U			U				U		U	U					
Fairleigh Dickinson University: Teaneck, N.J.	U		U	U	U				U	U	U					
Farmington State College: Farmington, Me.					B											
Fordham University: Bronx, N.Y.	G		U								G		U			
Framingham State College: Framingham, Mass.					B								B			
Geneva College: Beaver Falls, Pa.	U			U	U											
Gorham State College: Gorham, Me.				U	U					B						M/S
Hartwick College: Oneonta, N.Y.													U			
Herbert H. Lehman College: Bronx, N.Y.	U															
Hofstra University: Hempstead, N.Y.	B		G		G			G		G					1	
Holy Family College: Philadelphia, Pa.	U															
Hunter College: New York, N.Y.	G			G	G					G						
Ithaca College: Ithaca, N.Y.	U						U	B	U		U					
King's College: Wilkes Barre, Pa.	U								U				U			
Kutztown College: Kutztown, Pa.	B															
Le Moyne College: Syracuse, N.Y.	U		U	U	U	U	U	U		U			U	U	1	
Lock Haven State College: Lock Haven, Pa.											U					
Maine, University of: Orono	B		B	B	B											
Maine, University of: Portland	B				B								B			
Mary Manse College: Toledo, Ohio															1	

Single copies of the *1970 EMC Directory* may be obtained by sending a stamped, self-addressed standard #10 business envelope to the Educational Media Council, 1346 Connecticut Ave., NW, Washington, D.C. 20036.

CONNECTICUT, MAINE, MASSACHUSETTS, NEW HAMPSHIRE, NEW JERSEY, NEW YORK, PENNSYLVANIA, RHODE ISLAND, VERMONT

—Continued

	Survey	Research	Theory	Utilization	Materials	Administration	Radio	Television	Still Photography	Graphics	Motion Pictures	Programed Instruction	Computer Science	Information Storage and Retrieval	Other	Institutes
Marywood College: Scranton, Pa.	B		B	B	B										I	
Massachusetts, University of: Amherst					B			B			B					
Millersville State College: Millersville, Pa.	B															
Monmouth College: West Long Branch, N.J.	U													U		
Montclair State College: Upper Montclair, N.J.				B	B	B								B		
New Hampshire, University of: Durham															3	
New York University: New York, N.Y.				G	G					G						
Newark State College: Union, N.J.	U															
Niagara University: Niagara University, N.Y.														U		
Pace College: New York, N.Y.	U	U	U			U	U	U						B	U	
Pennsylvania, University of: Philadelphia	B							G								
Pittsburgh, University of: Pittsburgh, Pa.	B	G		G				G	G	G	G	G	G	G	3	
Plymouth State College: Plymouth, N.H.	B													U		
Pratt Institute: Brooklyn, N.Y.									U					G	2	
Queens College: Flushing, N.Y.								B								
Queensborough Community College: Bayside, N.Y.														U		
Rider College: Trenton, N.J.				U			U	U		U	U	U	U	U		
Rochester Institute of Technology: Rochester, N.Y.									B	B	B			U		
Saint Anselm's College: Manchester, N.H.				U										U		
Saint Francis College: Loretto, Pa.			U	U	U	U				U						
Saint Peter's College: Jersey City, N.J.														U		
Salem State College: Salem, Mass.			G	G	G			G	G	G	G			B		
Seton Hall University: South Orange, N.J.			B	B		G		G			G	G				
Seton Hill College: Greensburg, Pa.														U		
Shippensburg State College: Shippensburg, Pa.	U	G	G	B			G	G		G						
Siena College: Loudonville, N.Y.					G											
State University of New York at Albany	B		B	B	B	G		B								
State University of New York at Binghampton											U	U				
State University of New York at Buffalo	G		G		G							G				
State University of New York at Stony Brook														B		
State University College at Brockport: N.Y.								B								
State University College at Fredonia: N.Y.	U															
State University College at New Paltz: N.Y.	G									G						
State University College at Oneonta: N.Y.								B		B						
State University College at Oswego: N.Y.	B			B		G		B	B	B					3	
State University College at Plattsburgh: N.Y.					G				B						1	
State University College at Potsdam: N.Y.													B	B	B	
Staten Island Community College: Staten Island, N.Y.	U													U		
Suffolk University: Boston, Mass.														U		
Syracuse University: Syracuse, N.Y.	B	G	G	G	G	G		G	B		B		G	B	6,7	M/A
Temple University: Philadelphia, Pa.	B	B	B	B	B	B		G	G	G	G	G	G	G		
Thiel College: Greenville, Pa.	U															
Trenton State College: Trenton, N.J.	B							U		U						
Trinity College: Hartford, Conn.									U		U					
Vermont, University of: Burlington	B				B										5	
Waynesburg College: Waynesburg, Pa.	U			U	U									U		
West Chester State College: West Chester, Pa.	B		G	G	G	G		G	G	G	G			C		
Western Connecticut State College: Danbury			G	G				E						U		
York College: Flushing, N.Y.														U		

DELAWARE, DISTRICT OF COLUMBIA, MARYLAND, NORTH CAROLINA, TENNESSEE, VIRGINIA, WEST VIRGINIA

	Survey	Research	Theory	Utilization	Materials	Administration	Radio	Television	Still Photography	Graphics	Motion Pictures	Programed Instruction	Computer Science	Information Storage and Retrieval	Other	Institutes
Alderson-Broaddus College: Philippi, W. Va.															I	
American University: Washington, D.C.	U	B	B	B				G	B		B					
Appalachian State University: Boone, N.C.	B	G	B	B	B	G	G	G	B	G	G	G				
Baltimore, University of: Baltimore, Md.													U			
Campbell College: Buies Creek, N.C.														U		
Carson Newman College: Jefferson City, Tenn.	U		U	U	U			U		U						
Catawba College: Salisbury, N.C.															1	
Catholic University of America: Washington, D.C.	G	G	G	G	G	G							G	G	3,6	
Columbia Union College: Takoma Park, Md.							U									
David Lipscomb College: Nashville, Tenn.	U													U		
East Tennesssee State University: Johnson City	U	G	G	G	G	G	G	G	G	G	G			B	B	3 L
Elizabeth City State University: Elizabeth City, N.C.																L
Fairmont State College: Fairmont, West Va.	U			U	U											
Frostburg State College: Frostburg, Md.	U			U						U						
George Washington University: Washington, D.C.		G			B									G		
Glenville State College: Glenville, W. Va.	U															
Lambuth College: Jackson, Tenn.					U											
Lane College: Jackson, Tenn.	U															
Lenoir Rhyne College: Hickory, N.C.	U													U		
Madison College: Harrisonburg, Va.				U	U			B	U	G			U	B		
Mars Hill College: Mars Hill, N.C.	U													U	1,2	
Maryland, University of: College Park	U				G								B			M/A
Maryland Institute, College of Art: Baltimore									B	B	B					
Middle Tennessee State University: Murfreesboro	U		G	B	U	G		G	B	B	G					
Milligan College: Milligan, Tenn.			U	U	U											
Morgan State College: Baltimore, Md.					U		U	U	U	U			G	U		
North Carolina, University of: Chapel Hill	B				B		B				U		G		2	
North Carolina, University of: Greensboro			B	B		G							G		2	L
North Carolina A&T State University: Greensboro	G			G												
North Carolina Central University: Durham					U	U	G							U		
North Carolina State University: Raleigh														U		
Radford College: Radford, Va.	B			B	B			U		B	B	B				
Shepherd College: Shepherdstown, West Va.	U															
Tennessee, University of: Chattanooga	B	B							B							
Towson State College: Baltimore, Md.	B			B	U			G			B				2,7	
Virginia, University of: Charlottesville	B			B	B	G		B		B		G				
Virginia State College: Norfolk	U				U											
Virginia State College: Petersburg																M/A
West Liberty State College: West Liberty, West Va.			U	U												
West Virginia State College: Institute	U															
West Virginia Wesleyan College: Buckhannon					U											

ALABAMA, FLORIDA, GEORGIA, MISSISSIPPI, VIRGIN ISLANDS, SOUTH CAROLINA

	Survey	Research	Theory	Utilization	Materials	Administration	Radio	Television	Still Photography	Graphics	Motion Pictures	Programed Instruction	Computer Science	Information Storage and Retrieval	Other	Institutes
Atlanta University: Atlanta, Ga.				G	G								G			
Auburn University: Auburn, Ala.	B	B	B	B	B	B	B	B		B			B			2,3,4,6
Benedict College: Columbia, S.C.	U				U			U								
Clemson University: Clemson, S.C.	B															
Daytona Beach Jr. College: Daytona Beach, Fla.	G			G					G							
Emory University: Atlanta, Ga.	G		G	G	G					G				G		
Florida Presbyterian College: St. Petersburg				U												
Florida State University: Tallahassee													G			
Georgia, University of: Athens	B			B	B	G	B	B	U	B	B		G		L	
Georgia State University: Atlanta							U	U	U	U	U		B	B		
Jackson State College: Jackson, Miss.	U			U	U		U	U		U			U	U		
Jacksonville State University: Jacksonville, Ala.	B	G	B	B	B	B		U		U						
Lake City Jr. College: Lake City, Fla.	U															
Livingston University: Livingston, Ala.	B			B	B					B					L	
Mississippi, University of: University	B			B	B	B	B	B		B	B		B			
Mississippi State University: State College				G									G			
Montevallo, University of: Montevallo, Ala.	B			B												
Rollins College: Winter Park, Fla.	B	G	B	B	B	G				B						
Samford University: Birmingham, Ala.	B												U			
South Alabama, University of: Mobile	U		U						B	B						
South Carolina, University of: Columbia	B															
South Carolina State College: Orangeburg				B	B										L	
South Georgia College: Douglas												U	U			
Southern State College: Springfield, S.C.					U					U	U					
Virgin Islands, College of: Saint Thomas										U						
West Georgia College: Carrollton	B															

MINNESOTA, NORTH DAKOTA, SOUTH DAKOTA, WISCONSIN

	Survey	Research	Theory	Utilization	Materials	Administration	Radio	Television	Still Photography	Graphics	Motion Pictures	Programed Instruction	Computer Science	Information Storage and Retrieval	Other	Institutes
Alverno College: Milwaukee, Wis.			U												1	
Augustana College: Sioux Falls, S. Dak.				U	G											
Bemidji State College: Bemidji, Minn.	U		U	B	U					U						
Carthage College: Kenosha, Wis.					U											
Concordia College: St. Paul, Minn.	U			U	U											
Dakota State College: Madison S. Dak.	U														L	
Dominican College: Racine, Wis.															2	
Edgewood College: Madison, Wis.				U	U	U	U		U		U					
Holy Family College: Manitowoc, Wis.	U															
Macalester College: St. Paul, Minn.													U			
Mankato State College: Mankato, Minn.	B			B	B	B		B	B	B		B	G	B		
Marquette University: Milwaukee, Wis.									U		U					3
Minnesota, University of: Duluth	B			B	B							B	B			
Minnesota, University of: Minneapolis	B			B	B	B	B	B	B	B	B					3
North Dakota State University: Fargo		U		U	U				U							
Northern State College: Aberdeen, S. Dak.	U				G											
Northland College: Ashland, Wis.	U															
Saint Cloud State College: St. Cloud, Minn.	B	G	G	G	G	G		G	B	G				G		
Saint Thomas, College of: St. Paul, Minn.	B					B	B	B								
South Dakota, University of: Vermillion	U				G				G							
Stout State University: Menomonie, Wis.	B	G	G	B	B	G		B	B	B	B	G	B		6	
Viterbo College: LaCrosse, Wis.				U												
Winona State College: Winona, Minn.	U			G	B	U	U				B					
Wisconsin, University of: Madison	B		B	B	G		B		B							
Wisconsin, University of: Milwaukee	G				G											
Wisconsin State University: Eau Claire	U						U									3
Wisconsin State University: LaCrosse	U				B	B	B	B	B	B	G	U				
Wisconsin State University: Platteville	B				U	G					U					
Wisconsin State University: River Falls	U			U					U							2
Wisconsin State University: Stevens Point	U								U							
Wisconsin State University: Whitewater	B				B				B		G					1
Yankton College, Yankton, S. Dak.	U				U											

ILLINOIS, INDIANA, KENTUCKY, MICHIGAN, OHIO

	Survey	Research	Theory	Utilization	Materials	Administration	Radio	Television	Still Photography	Graphics	Motion Pictures	Programed Instruction	Computer Science	Information Storage and Retrieval	Other	Institutes
Adrian College: Adrian, Mich.	U			U	U				U	U	U					
Andrews University: Berrien Springs, Mich.	B								U							
Augustana College: Rock Island, Ill.	U												U			
Ball State University, Muncie, Ind.	B	B	B				U	G								L
Bethel College: Mishawaka, Ind.	U															
Bowling Green State University: Bowling Green, Ohio	B			B	B		B	B		B	B					
Bradley University: Peoria, Ill.	U				B	U	U	U	B			B	B		3	
Butler University: Indianapolis, Ind.	B			B	B											
Central Michigan University: Mount Pleasant	B	B			B	G							B		4	
Central State University: Wilberforce, Ohio				U	U		U						U			
Cincinnati, University of: Cincinnati, Ohio		G		B									B			
Detroit, University of: Detroit, Mich.			U	U			U	U					U			
Eastern Illinois University: Charleston		G		B		G		G	G	B						
Eastern Kentucky University: Richmond				B	B			G								
Eastern Michigan University: Ypsilanti	B	G		B	B	B	B	B		B		B	U	U	G	
Elmhurst College: Elmhurst, Ill.					U								U			
Grace College: Winona Lake, Ind.	U															
Illinois Institute of Technology: Chicago													B			

| | | |

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APPENDIX B

Meeting Schedule of the Educational Media Council, 1966-70

21st Meeting of EMC, November, 1966

Project plans developed

Major assembly: "New Relationships in ITV", April, 1967

Education-industry conference on instructional television

22nd Meeting of EMC, October 1967

Approval of working plan of management consultants, initiation of consultants' analysis

Designation of project working groups

Decision to base second major assembly on a topic related to EMC study of Media in Programs for the Culturally Disadvantaged and in Vocational Education

23rd Meeting of EMC, June, 1968

Theme: "Interactions in Education - 1968"

Reports of ad hoc working groups on self-study project

Acceptance, with modifications, of second EMC model recommended by management consultants; further development of model by the Council

Decision to develop second major assembly in a variety of media modes

Plans of the Commission on Instructional Technology reported

24th Meeting of EMC, November, 1968

Theme: "Media and Curriculum Reform"

Decision to hold conference on responsibilities of national organizations in regard to standards for educational equipment and materials

Further development of self-study program, including appointment of Editorial Advisory Board and charge to the Membership Committee

Special Conference on Problems of Standards for Educational Equipment and Materials, March, 1969

Resolution recommending to EMC development of a plan for an inter-organizational advisory commission on standards

25th Meeting of EMC, May, 1969

Reports on OE Regional Laboratories and ERIC Clearinghouses

Revision of Council By-Laws

Addition of new Council Members: ASTD, EPIE, and MPA

Definition and amplification of model EMC

Joint meeting of Commission on Instructional Technology and EMC Board of Directors

26th Meeting of EMC, November 1970

Theme: "Technology and Educational Renewal"

Special panel on standards for educational equipment and materials and approval of project proposal draft on interorganizational advisory commission

Council conference with members of the Commission on Instructional Technology

Decision to sponsor national dissemination conference on CIT Report

Determination of conclusions of self-study

Major assembly and 27th Meeting of EMC: "Instructional Technology and Education Reform", March 31st-April 1st, 1970

Interaction with members of the Commission on Instructional Technology

Report on President's Message on Education Reform

Report on Bureau of Libraries and Educational Technology, USOE

Final review of self-study and decision to develop a design study for a National Council of Education and Industry

APPENDIX C

A copy of the 176-page EMC paperback book entitled New Relationships in ITV is separately appended to each copy of this report submitted to the Office of Education.

New Relationships in ITV is available from the Educational Media Council and from ERIC (ED019 006).

NEW RELATIONSHIPS

IN ITV

The Educational Media Council

APPENDIX D

UNSTRUCTURING EDUCATION

Kenneth B. Clark, Director, Metropolitan Applied Research Corporation
George E. Probst, Executive Director, National Committee for Cooperative Education
John M. Culkin, S.J., Director, Center for Communications, Fordham University

CURRICULUM AND ORGANIZATION PATTERNS

Direction and Process in Curriculum Change -- Leslee J. Bishop, Executive Secretary, Association for Supervision and Curriculum Development
Changing Patterns of School Organization -- Harold B. Gores, President, Educational Facilities Laboratories
Technology and the Changing Schools -- Lewis A. Rhodes, Director, National Project for Improvement of Instruction by Television, NAEB

MACITVR (Metropolitan Area Council for Instructional Television Resources)

Robert P. Crawford, Director, Center for Radio-Television, Queens College
Henry Senber, News Manager of Radio-TV, Public Relations Department, New York Telephone Company
Richard J. Meyer, Director, School Television Service, WNDT-TV

ARE YOU TEN FEET TALL?

Robert L. Hilliard, Chief, Educational Broadcasting Branch, FCC

COOPERATIVE APPROACHES TO INSTRUCTIONAL TV PROGRAMMING

Local, Regional, National, and Cooperative Production -- M. Virginia Biggy, Director of Instructional TV, Eastern Education Network
Role of the Learning Industry -- Edward Maltzman, Director of Educational Research, Sylvania Products, Inc.
Untapped Resources of the Business Community -- Neil H. Anderson, Executive Vice President, New York Board of Trade, Inc.

VALIDATING ITV LEARNING MATERIALS

Validating Process in ITV -- P. Kenneth Komoski, Director, Educational Products Information Exchange
Standards for ITV Programming -- Edwin G. Cohen, Executive Director, National Center for School and College Television
Researching ITV -- Emmanuel H. Demby, President, Motivational Programmers, Inc.

THE COMING OF EDUCATION IN AMERICAN SAMOA

James A. Fellows, Director, Office of Research & Development, NAEB
William G. Harley, President, NAEB

NEW ROLES AND RELATIONSHIPS IN ITV

Conference Summary -- Richard H. Bell, Corporate Education Counsel, Ampex Corporation

TELEVISTAS: LOOKING AHEAD THROUGH SIDE WINDOWS

J.C.R. Licklider, Consultant to the IBM Director of Research; Visting Professor, MIT

APPENDIX E

THE

Volume I, Number 5
December 1968

EMC LATE NEWS

Newsletter of the Educational Media Council 1346 Connecticut Avenue, NW Washington, D. C. 20036

NEW RULES AND ROLES FOR EMC

STUDIES MUSIC, SCIENCE, GEOGRAPHY, HEALTH EDUCATION AND EMC DEVELOPMENT AT ANNUAL BUSINESS MEETING IN D. C.

At the 24th Meeting of the Educational Media Council, held November 25 - 26 in Washington, the 15 EMC Member organizations were fully and vocally represented by 29 individual delegates--including a well-over-quorum attendance of 14 members of the Board of Directors--plus two Members-at-Large. In opening the meeting, Council President Edwin G. Cohen, expressed satistaction over this evidence of interest in the current redevelopment of EMC, and welcomed the full participation of its membership in the important policy decisions of the 1968 Annual Meeting.

EMC Membership

A primary order of business was expansion of Council membership, reflecting a June-meeting consensus on the desirability of a broadened EMC membership base, primarily to reflect changes in the educational media field since the Council was founded in 1960. Discussion centered on a proposed series of revisions for the EMC Articles of Incorporation and By-Laws which had been submitted by mail to all Member representatives 30 days in advance of the meeting. During its first general session on November 25th, the Council gave general assent to a number of important changes, which before final ratification will be subject to editorial refinement by the Membership and Executive Committees, working with counsel.

(continued on page 2)

At a Monday-evening reception and dinner, Robert J. Pitchell, Executive Director of NUEA and an old Council hand attending his second EMC meeting, welcomed two "new" NSPI representatives--Robert T. Filep, Director of Studies of the Institute for Educational Development, who returned to EMC, in which he once represented CPI, after an absence of six years; and Derek Nunney, Chief of the Programs Branch, Teacher Corps, USOE, who after serving as an unseen Alternate for several years finally made the scene.

EMC MEETING (continued from page 1)

In one key vote, Member representatives unanimously "confirmed, ratified, and approved" the recommendation of the Executive Committee that the By-Laws restrict Active (voting) membership to "Council" Members--which are defined as "non-profit national associations or organizations having a primary concern with study, survey, research, creation, development, production, evaluation, or use of educational media and materials; the planning and organizing for such use; or dissemination of information pertaining to educational media". They also agreed that the second, non-voting or "Affiliated" subdivision of EMC membership should consist of Honorary Members; Sustaining Members; and two new kinds of Members--"Associate" Members ("non-profit associations or organizations concerned with any aspect of the educational media field, unless otherwise qualified for Active membership") and "Life" Members ("individuals who are career specialists or experts in the media fields mentioned in the purpose of the corporation and whose contributions to the Council programs are deemed useful"), who initially will be the six individuals who have been serving as Members-at-Large: Charles F. Schuller, Carolyn I. Whitenack, Robert E. Slaughter, James D. Finn, P. Kenneth Komoski, and Harold E. Hill.

By a cardinal change of the EMC Articles of Incorporation, admission of new Members of the Council will be determined by a two-thirds vote of the Board of Directors. At a breakfast meeting on November 26th, the Board approved the names of six national organizations to be considered for EMC membership; and a list of other organizations suggested by Member representatives will be reviewed by the Membership Committee at a mid-January meeting.

Election of Officers

Edwin G. Cohen, Executive Director of the National Instructional Television Center, was re-elected President of the Council and Chairman of its Board of Directors. Other officers of the Council and the Board for the coming year are Vice-President Robert E. de Kieffer, Director of the Bureau of Audiovisual Instruction of the University of Colorado, who represents the National University Extension Association in EMC; Treasurer Virginia H. Mathews, Director of Reading Development Services of the EMC Member American Book Publishers Council; and Secretary F. A. White, Director of University Services at the University of Wisconsin, representing the Educational Film Library Association in the Council. New representatives of their Member organizations on the EMC Board of Directors are two Presidents-Elect: Robert T. Filep, National Society for Programmed Instruction, and Ernest D. Rose, University Film Association.

Other Business

At its breakfast business session, the Board of Directors approved income and expense budgets for the fiscal year ending June 30th, 1969, and voted a "cost of living" dues increase for the current year. The Council discussed plans for an expanded publications program and for a proposed new consultant service, recommending to staff a survey of on-going consultant activities within Member organizations. Acknowledging the need for some kind of coordinated activity in the problem area of educational standards, Member representatives approved a proposal that EMC sponsor an exploratory conference for discussion of the concerns and activities related to standards in the programs of EMC Members and other organizations.

Because the curriculum reform leaders who spoke at the 24th Meeting of EMC were invited to react to one another's presentations, Dr. Elena Sliepcevich made one of Dr. Nicholas Helburn's audience; and he was on hand to join in discussion of her project the next day.

Curriculum Reform Presentations

The special program for the meeting starred spokesmen for four outstanding curriculum reform projects--all involving innovative use of educational media--in the disciplines of Geography, Music, Science, and Health Education. The first speaker was Nicholas Helburn, Director of the National Science Foundation's High School Geography Project, who said that the hallmark of his project was variety of procedures and variety of media--ranging from the special maps, slides, and overhead transparencies with which he illustrated his presentation to the Council all the way to "trains, bells, and whistles". Reviewing the history of his project

from its 1961 inception with a philosophical and experimental study phase for identification of gaps that needed to be filled in secondary-school geography education, he described units developed and thoroughly school-tested on the subjects of Cities, Manufacturing and Agriculture, Cultural Geography, Political Geography, Habitat and Resources, Japan, the European Common Market, and Water Resources. Manuscripts for softback manuals and teacher's guides will be completed in 1969 and published by MacMillan. Dr. Helburn drafted the Council for a demonstration of HSGP's "most successful single activity", the game of Farming, developed for the Agricultural Unit. Assuming the roles of Western-Kansas settlers in 1880 possessed of 160-acre farm sites and $1500 in cash, several pairs of Member representatives did well in winter wheat and barley, and one team was completely wiped out in corn and hogs.

Making use of notably effective overhead transparencies and overlays as well as print materials developed in the School Health Education Study, SHES Director Elena M. Sliepcevich reported on one of the few national projects supported entirely by private funds; and noting the billions of public dollars spent on rehabilitation, recuperation, and restoration of health while none goes for the protection and maintenance of physical well-being, posed the question, "Where in health are we going?" Advised by an inter-disciplinary committee of physicians, health educators, and public health leaders and administrators, the Study began in 1961 with an exhaustive national survey resulting in a 1964 report that clearly showed health education's low status in the K-12 curriculum and alarming ignorance, attitudes, and practices on the part of students. Aiming for learning experiences students would internalize rather than memorize, the SHES staff experts started with three interrelated key processes--growing and developing, decision-making, and interacting--and combined 40 health topics into ten basic concepts such as "Use of Substances that Modify Mood and Behavior", which covers everything from tea and coffee to the psychedelics. With behavioral objectives on four levels, Dr. Sliepcevich said, "We took the principles of curriculum theory and design as the basis for a complete structural framework in a subject area." In the next two or three years she hopes to test the various combinations of media for their effectiveness in cognitive, affective, and action domains.

Reporting on the "Science--a Process Approach" study of the American Association for the Advancement of Science, Henry H. Walbesser, Jr., Assistant Director of the AAAS Commission on Science Education, and Heather Carter, Staff Assistant to the Commission, used a notable variety of projected media throughout their presentation, which provoked an especially lively Council discussion. Supported by the National Science Foundation, their project began in 1960 with a feasibility study that showed an urgent need for curriculum development in elementary-school science education. Completely oriented toward behavioral objectives, the project's instructional segments are based on the common scientific activities of systematic observation, use of numbers to quantify and scales to measure, use of time and space to work in, grouping and classification, communication, construction of explanations of phenomena, construction of inferences, extrapolation and interpolation on the basis of observations, and prediction. "These," Walbesser said, "are processes--just category names without substance until you say what a person is doing." In the process approach to science, instructional materials are written to satisfy performance objectives conceived in terms of "action verbs"--identify, order, name, demonstrate, construct, describe, state a rule, apply a rule, distinguish. In a test of ability to construct an inference, administered through a slide-series storyboard for an 8mm film loop, all Council Member representatives demonstrated very superior third-grade ability.

The final program event was a demonstration report on the three-and-a-half-year-old Manhattanville Music Project presented by its Director, Ronald B. Thomas, and Americole Biassini, Senior Associate in Music at the Central Atlantic Regional Education Laboratory.

(continued on page 4)

"If I've told you once, Sebastian, I've told you a thousand times--you are the message."

MEETING (continued from page 3)

The Project's laboratory approach to music education, they explained, is based on such fundamental concepts as the idea that the purpose of education is to open minds and provide the substance of enthusiasm for personal discovery and continued growth; the conviction that conceptual understanding and development of logic are the main goals of the music curriculum for all children; and the assumption that methodologies are merely substitutes for the personal logic of the music educator and the student. In their developing new curriculum, Dr. Thomas said, children are induced to think of themselves as musicians, on the theory that "totality of experience of the musical process is essential to the development of musicality". In an experiment that proved to be first-rate entertainment as well as a telling demonstration of the remarkable degree of involvement implicit for participants in Manhattanville music education, the EMC audience were induced to think of themselves as musicians. Using six audio tape recorders and six tapes recorded with a variety of sounds produced by strumming, plinking, and otherwise agitating the strings of a piano, teams of Council "musicians" performed several electronic compositions under the spontaneous direction of such composer-conductors as Robert Rahtz, Vice President of the MacMillan Company, who is the new AEPI Alternate Representative to EMC. Ernest Rose earned especially hearty applause for a concerto featuring a solo performance by Mr. Biassini, doubling in brass; and William Harley not only conducted the Council orchestra but also served as critic, with a review that characterized EMC music as "symbolizing in sound a combination of the Indian rope trick, the Chinese water torture, and the total collapse of civilization".

Special Events

Two of the Council's own distinguished speakers also used slides to illustrate special presentations. At a Council luncheon, Don White reported the status of the Instructional Technology Act of 1968, for which he predicted a fair chance of passage within the next year. After-dinner speaker Robert de Kieffer demonstrated effective techniques of disseminating information on educational media with a multi-screen presentation, "Implications of New Media", ingeniously designed to serve audiences of varying degrees of media sophistication. A screening of Philip Stapp's NSF film, SYMMETRY, illustrated the felicitous effect on curriculum materials of close cooperation between producers and subject-area specialists.

LATEST NEWS: the enclosed up-to-date list of EMC Member organizations and Representatives.

IN WORK AT ERIC

Don H. Coombs, Associate Director

Herewith is brief mention of (1) some activities at the Clearinghouse on Educational Media and Technology, and (2) what may come of them that will be of interest to EMC Members:

(1) An annotated bibliography on individualized instruction has been commissioned, to be written by Serena E. Wade of Wade Media Associates.

(2) The resulting paper will be issued as one of the clearinghouse Series I "Guides to the Literature" in the next few weeks, and will offer a good introduction to the literature of individually prescribed instruction. (Series I papers are available from the ERIC Document Processing Service on microfiche and in hardcopy, after time for processing, but complimentary copies are available from the clearinghouse while a limited supply lasts.)

(1) A paper on "Media and the Disadvantaged" will be issued as a joint publication of ERIC at Stanford and the ERIC Information Retrieval Center on the Disadvantaged, located at Columbia University. The presentation will be relatively informal, with marginal comments by Dr. Adelaide Jablonsky, associate director of the clearinghouse on the disadvantaged.

(2) This paper will be available, while supplies last, from either of the clearinghouses.

(1) ERIC at Stanford's Newsletter No. 2 was issued the middle of December.

(2) If you received a copy and would like to continue to get newsletters and Now Available bulletins, be sure to return the card enclosed with this newsletter. The clearinghouse is shifting to a new mailing system, to allow selective dissemination, and needs a card from everyone interested in staying on the mailing list. If you did not get a copy of Newsletter 2, but would like to, just let us know.

(1) A remote access terminal complete with CRT display will be installed on an experimental basis in the clearinghouse, to allow on-line reference retrieval from the entire ERIC file of documents.

(2) While information on utility of the system is the prime goal of the installation, it should enable ERIC at Stanford to turn out some highly specific reading lists. (These will be announced in the clearinghouse's regular bulletins, sent to all on its mailing list.)

THE

EMC CONFERENTIAL

Volume I, Number 6
JUNE 1969

Newsletter of the Educational Media Council 1346 Connecticut Avenue, NW Washington, D. C. 20036

THE NOW COUNCIL: EMC AT 25TH MEETING

JOINT SESSION WITH INSTRUCTIONAL TECHNOLOGY COMMISSION

The Educational Media Council officially began its tenth year of operation by holding its 25th Meeting in New York City, May 9th and 10th, with full representation of its 18 Member organizations joining in lively debate throughout the course of a crowded two-day agenda that was climaxed by an off-the-record conclave with a group which appears destined to make lightning on the 1969 media horizon, the Commission on Instructional Technology. In convening the first general session at the Biltmore, Council President Edwin G. Cohen, NITC, presented the agenda as "so varied, firmly packed, and streamlined for speed" that any Member representative who indulged in a catnap or five minutes out for a phone call might find himself answerable to his Board of Directors for a major development he knew nothing about. As a first and very important item of business he then officially welcomed representatives of three new EMC Member organizations elected the previous month: James J. McPherson, Chief of the Management Review Center at the USOE, representing the American Society for Training and Development; P. Kenneth Komoski, Executive Director and representative of the Educational Products Information Exchange Institute; EPIE's second representative, the Institute's Director of Professional Relations, Betty Braxton Preston; and Steven Swett, Promotion Director of Scholastic Magazines, Inc., representing the Magazine Publishers Association.

NET's Henry C. Alter, Chairman of the Membership Committee, reported on the work of the Committee since the November meeting on the Membership sections of the EMC Articles of Incorporation and By-Laws, incorporating into both further changes recommended and approved by the Council in its November discussion of the drafts mailed to all Member representatives on October 25th. Revised documents recently also circulated by mail extended the corporate life of the Council from 30 years to "in perpetuity" and redefined EMC Membership in terms of Active and Affiliate Members, any of whom may now be elected by a two-thirds vote by the Board of Directors. Two additional changes in

(continued on page 2)

Joint CIT-EMC Conference: C. Ray Carpenter in informal session with EMC President Edwin Cohen and Life Member Carolyn Whitenack at the May 9th reception.

the By-Laws were approved by the Council on May 9th. On the advice of counsel, the word substantial was substituted for primary in the definition of full Council Members as "non-profit" national associations or organizations having a substantial concern with ... educational media ... and materials ..." On the recommendation of the Executive Committee, the category of individual Life Members was transferred from nonvoting Affiliate to become a second type of Active Members, with voting power in Council matters requiring a vote. The President briefly convened the Board of Directors, and reaffirming motions for final ratification of the submitted revisions of the By-Laws (Nelsen, NAVA/de Kieffer, NUEA) and Articles of Incorporation (de Kieffer, NUEA/Farmer, SMPTE) were unanimously passed.

The Signers: EMC Secretary F. A. White, EFLA, stands ready to add his autograph to the President's on the revised Articles of Incorporation.

The President and the Executive Director reviewed the Treasurer's report, consisting of a near-final summary of expenditures under the USOE "Self-Study" contract, and income and expense budgets for the fiscal year ending June 30th, 1970. "Self-Study" contract expenditures between May 1st, 1967, and April 30th, 1969, totaled $58,183.87, with $803.13 of contract funds available for the remainder of the extended contract period terminating June 30th, 1969. The FY '70 budgets were based on the assumptions that:

1. As a minimum, EMC will
   a. maintain a Washington office staffed by an executive director, an editorial assistant, and a secretary;
   b. hold two Council meetings a year; and
   c. engage in dissemination services covering:
      (1) development and sale of publications and
      (2) collection and distribution of information and existing publications to EMC Members.
2. As desired and possible, EMC will
   a. organize and conduct major national assemblies and
   b. undertake special projects.

Commenting on the familiar gap between expense and income projections, the President presented for discussion a probative dues structure covering a period of three years through FY'72, at the end of which time dues would meet one-half of the annual expenditures of the Council operation. Two kinds of differentiation of dues were proposed: a sliding scale of charges based on the annual operating budgets of Member organizations at four different levels, ranging from two Members with budgets of less than $100,000 up to three with annual operating expenditures over $1 million. A second differentiation suggested would mean dues for commercial organizations approximately 25% higher than for those of noncommercial organizations at the same budget level. Also assumed were some increase in the number of Council Members and addition of up to 25 Associate Members at a lower dues level. "It is essential," the President said, "that we set come kind of target like this. On the one hand, we cannot honestly approach any outside source of support until we have tried our best to be self-supporting from self-assessment. And, as the second consideration, we are in a sense imposing on the Council the obligation to make dues meaningful enough so that your organizations will take a hard look at the real worth of EMC Membership; because you're not now talking about petty cash--you're talking about a sum that ought to be reviewed ... This imposes, I think, a healthy burden on the Council and its staff to be able to justify the cost of Membership in terms of services rendered."

In the subsequent discussion, the validity of a structure based on operating budgets was questioned on several grounds, including the variety of ways such budgets are calculated, the functional differences between commercial and noncommercial organizations operating at the same level, and the very small part of one large association budget that is devoted to educational activities. One or two Member representatives expressed reservations about increased dues as perhaps impossible within limited budgets, and others indicated doubts about being able to justify increases in terms of present Council services. A suggestion that dues be negotiated on a case-by-case basis if some equitable way of doing so could be determined was put forward for further consideration. Although the specific dues

structure proposed was not formally approved, both at this session and at the open Board of Directors meeting on the following day the basic concepts of long-range planning, a differentiated scale of gradually increasing dues, addition of Council and Associate Members, and development of Council services were affirmed; and at the latter session a general consensus, including a quorum of the Board, officially endorsed the plan in principle, "to be implemented as soon as possible".

Executive Director Harriet Lundgaard, referring back to the Treasurer's Report, pointed out that a larger budget for FY '70 reflects a need for additional staff in order to develop additional services. In reporting on staff activities, she described work on the sixth annual edition of the EMC Directory of Summer Session Courses on Educational Media, and noted that copies were still available for mailings or meetings of Members. She also commented briefly on sales of New Relationships in ITV, totalling nearly $4,000; on the Council newsletter; on the developing EMC library, based on a growing collection of journals and newsletters of Members; on staff work in connection with the March EMC Standards Conference and subsequent related activities; and on an on-going survey of consultant activities in Member organizations undertaken to develop background for the EMC consultant service suggested in the "Self-Study" contract.

In connection with the future Council program, there was very extensive discussion of an expanded conference role for EMC. The President stipulated that in any conference program prime consideration should be given to rendering useful service to the educational community, rather than to developing a revenue-producing activity. J. Bernard Everett, ASCD, said that his Association's experience indicated a very general preference for relatively small conferences of from 100 to 150 people, and for small or medium-sized cities as conference sites. James J. McPherson, ASTD, reported on workshops offered by his Society every year, and suggested that EMC's help might be welcomed, both in the programming and in the operation of these conferences. Council Vice-President Robert E. de Kieffer, NUEA, proposed a series of regional conferences involving participation of the local or regional constituencies of EMC Member organizations; and pointed out that such conferences might be designed to generate useful publications in EMC-produced reports of proceedings. Robert C. Snider, DAVI, recommended that the Council capitalize on its urique entity as an on-going education-industry interface, and plan conferences and other activities extending and broadening the dialogue between educators and the knowledge industry. Robert T. Filep, NSPI, said that his organization had officially asked the Executive Director to explore possible interest on the part of other EMC Members in developing a Council conference exhibit service, which some of the smaller EMC organizations might join together in supporting for the sake of service for a shared part of each year.

Debate on a question as to whether the Council should concentrate on identifying areas of prime concern as topics for significant conferences to be delegated to others for implementation, or should also undertake to manage such conferences prompted the President to name an ad hoc committee (de Kieffer, Everett, McPherson) to confer on the problem and report back to the Board. De Kieffer, speaking for the group on the following day, endorsed as a primary role for EMC the "catalyst" or brokerage function, serving as an agency to generate and assist with the establishment of conferences; and characterized the managerial function as a secondary or long-range objective. As a conference broker, the group suggested, EMC would endeavor (1) to generate yearly conferences on key problems relating to media, (2) utilizing the expertise of member organizations and their constituencies in running the conferences, and (3) disseminating conference results through EMC publication of proceedings. The committee also noted the possibility of a series of identical small-group conferences in different parts of the country; they stressed their conviction of the importance of involving Member constituencies for program talent and participation, for support, and for the distribution of publications; and emphasized the need to select as conference topics really key issues related to media, such as the report of the Commission on Instructional Technology, which might serve as the basis for either a national assembly or a series of regional conferences.

Another service activity suggested by the President for Council consideration was assumption of a "watchdog" role in which the Council might develop and publish review or position papers on key issues in the media field. After some discussion, particularly in regard to funding of such activity by Government or industry--perhaps, in the latter instance, through development of Sustaining Memberships in EMC--the Council gave general assent to further consideration by the Executive Committee of ways this kind of service to the media field could be implemented.

EIA representative Ben Edelman reviewed recent EMC activity in the area of standards for educational materials and equipment, and reported the recommendation of the EMC Standards Conference, chaired by William Harley of NAEB in Washington on March 27th:

"The conference group, recognizing the need for the establishment of some central coordinating agency in the area of standards for equipment and materials in educational and training applications, recommends that

the Educational Media Council consider the advisability of establishing an interorganizational advisory committee on educational standards; and they further recommend that the scope of such a committee should include: (a) serving as an information clearinghouse on standards for educational materials and equipment, (b) coordinating current standards efforts, (c) stimulating a systematic effort to begin development of a nation-wide standards program in this area, (d) assisting development of a U. S. position in international standards programs, and (e) other activities as appropriate."

All members of the EMC Board of Directors and representatives of other organizations attending the conference had been sent copies of this recommendation with a request for comments and suggestions. They had been invited to participate also in the work of a parallel effort in the area of international standards under the chairmanship of Ben Edelman--the Ad Hoc Working Group on Training and Equipment of the U. S. National Committee of the International Electrotechnical Commission. At the request of the EMC Executive Committee, Edelman had recently drafted a proposal seeking a three-year USOE support contract to get the EMC standards activity started. After some discussion, the Council unanimously approved a motion (Filep, NSPI/McPherson, ASTD) whereby staff was instructed to develop and polish the proposal draft and circulate copies to all Member representatives so that the Council may be entirely certain of the scope and purpose of the proposed agency before taking action to implement it.

Herbert E. Farmer, SMPTE; Ben Edelman, EIA; and Robert E. de Kieffer, NUEA will be active in the work of the AHWGOTAEUSNCIEC.

SECOND GENERAL SESSION

The early part of the afternoon of May 9th was given to reports on activites of several Member organizations, including new Members whose programs are not well known in EMC and others of special current interest.

ASTD

James J. McPherson, representing the American Society for Training and Development, one of three new EMC Members, discussed general ASTD activities and mentioned especially the organization's active publications program, conferences, and institutes. Noting that the theme of this year's national conference was "Revolutions of Our Time and Implications for Training and Development", McPherson related the topic to the basic concerns of ASTD: the impact of the technological revolution on organization and work in the U. S.; under-utilized manpower resources; the revolution in education and training resources; and the development of professional training personnel.

MPA

Steven Swett, representing the Magazine Publishers Association, another new EMC Member, reported that MPA, whose membership includes publishers of general interest magazines, scholastic periodicals, and those magazines serving both purposes, has recently taken a more formal interest in educational activities. Citing its magazine intern program and journalism grants committee, Swett noted also the growing interest of MPA members in different forms of educational media, particularly films, filmstrips, and CATV.

NET

Centering his remarks around the current ferment in the field of non-commercial broadcasting, National Educational Television Senior Vice President Robert B. Hudson referred to the publication of the Carnegie Commission Report as the study instrumental in the passage by Congress of the Public Broadcasting Act of 1967. The legislation has now resulted in the creation of the Corporation for Public Broadcasting, which has had as "perhaps its most significant first effort", the establishment of a regularized interconnection system, temporarily run by NET, for 80 per cent of the educational television stations in this country. John Macy, President of CPB, has announced that a new corporate structure, the Public Broadcasting System, would soon be operating the network, which plans an extension of hours to allow both expanded national and regional broadcasting capabilities.

With the question of immediate funding currently being discussed in the Senate Commerce Subcommittee hearings on the severely reduced $20 million budget request for CPB, Hudson pointed out that the role of the Ford Foundation in ETV funding was being redefined due to Ford's desire to transfer public television to a broader base of support. He mentioned especially the possible routing of Ford funds to CPB and the establishment of substantial federal and private funding.

Hudson also noted the current progress of several NET projects: the Children's Television Workshop, to begin televising in early November; One Week of Educational Television No. 5, recently published through the joint efforts of NET, NITC, and ERIC at Stanford; and a massive demographic and program interest survey, managed by McGraw Hill Research, to study the established national audience of ETV.

NAEB

Representing the National Association of Educational Broadcasters, James Fellows reported the organization's recent efforts to encourage minority group employment in educational broadcasting, through its urging of universities and local stations to cooperate in establishing local broadcasting workshops for minority personnel and through use of the resources of the Educational Broadcasting Review and NAEB's own personnel service.

NITC

The current intense exploration of roles for public broadcasting was reiterated by Edwin Cohen who, speaking for the National Instructional Television Center, mentioned the utilization of television in preschool, adult, and continuing education.

DAVI

Department of Audiovisual Instruction representative Robert C. Snider reported that, as of June 1, DAVI and the other 33 departments of the National Education Association must choose one of three types of affiliation with the NEA. By becoming a National Affiliate, DAVI now takes on added fiscal responsibility and is seeking IRS tax-exempt status, which requires a constitution revision. One proposed constitution change would permit the creation of new divisions within DAVI; and Snider noted that certain interest groups might wish to unite formally, adding that the new constitution would allow the formation of "such fraternities as the Dial Access and Carrelling Society of America".

Dr. Anna L. Hyer and Snider, who have been serving as DAVI Executive Secretary and Associate Executive Secretary respectively, are resigning from their positions in the organization, and Snider stated that a Search Committee hopes to announce a new executive secretary for DAVI in June. Both Dr. Hyer and Snider will, however, continue in their present positions with the NEA's Department of Educational Technology, where Dr. Hyer serves as DET head.

NEWS FLASH: The DAVI Board of Directors has named Howard B. Hitchens, Jr. as the organization's new Executive Director. Dr. Hitchens, who will assume his new duties on August 1st, comes to DAVI from the U. S. Air Force Academy in Colorado where he has been director of instructional technology for the past six years.

Continuing televised sessions for a second year, the DAVI Annual Convention and Exhibit was marked this year by innovative use of radio seminar techniques, in which the AM station maintained by the Portland, Oregon school district was utilized for three days of programming. Snider reported that each of the 8200 conference registrants was given an 8-transistor radio and earplug which enabled him, through special amplification in the Portland Colosseum, to listen to replays of the general sessions while attending the trade show.

"FULL FUNDING"

NAVA Executive Vice President Don White discussed the Emergency Committee for Full Funding for Educational Programs, recently established by many of the major national educational organizations for the purpose of giving a higher position to education in current national priorities. Members of the bi-partisan group plan to meet individually with Congressmen and to persuade the House Labor Appropriations Committee to assign the total amount of funds authorized by the Johnson Administration for educational programs. White urged EMC Members to endorse or support the Committee, and noted that its legal set-up is such that individuals and groups can support it without becoming formal members.

TITLE VII EVALUATION

A project to reexamine past and future directions in media was reported by National Society for Programmed Instruction President Robert T. Filep, who is directing the Institute for Educational Development's study of the impact of research on utilization of media for educational purposes sponsored by NDEA Title VII, for the period 1958-1968. The only act of NDEA to be administered by an Advisory Committee of technical,

professional, and lay individuals, Title VII has had as project directors several EMC Member representatives, who are being invited to participate as consultants to the IED project.

EMC - CIT

On Saturday morning, May 10th, a delegation of 15 EMC Member representatives met for an off-the-record joint conference with the Commission on Instructional Technology in the Board Room of the Ford Foundation. Present for the CIT were Commission Chairman Sterling M. McMurrin, Dean of the Graduate School, University of Utah, and former U. S. Commissioner of Education; David E Bell, Vice President of the Ford Foundation; C. Ray Carpenter, Research Professor of Psychology and Anthropology, Pennsylvania State University; Kermit C. Morrisey, President of the Community College of Allegheny (Pa.) County; Kenneth C. Oberholtzer, former Superintendent of Schools, Denver, Colo.; and Sidney G. Tickton, CIT staff director and Vice President of the Academy for Educational Development. On the preceding afternoon a major part of the Second General Session of the EMC Meeting had been devoted to review of discussion topics proposed by the CIT for the joint conference, so that EMC delegates might have the best thinking of all Member representatives. Particular interest was expressed in evident CIT concern for developing recommendations that would help unify the media field; for possible CIT recommendations about the focus of the Federal Government, in general, and the Office of Education, in particular, re instructional technology; and for effective ways of distributing "no less that 2,000 pages of good backup material from the papers prepared by consultants".

With a conference objective defined by Commission Chairman McMurrin as "creative interaction", Kenneth C. Oberholtzer and Robert B. Hudson oblige in an early stage of a dialogue later commended by CIT members as "extremely helpful".

DIRECTORS AND DATES

At the open meeting of the Board of Directors on May 10th, with Vice Chairman Robert de Kieffer presiding, the following new Directors were elected to represent the three new Member organizations: for ASTD, John S. Jenness, Manager for Training and Development, Levitt and Sons; for EPIE, P. Kenneth Komoski, Director of the Institute; and for MPA, Robert E. Kenyon, Jr., Executive Vice President of the Association. Dates for the 26th Meeting of the Council, probably to be held in Washington, were tentatively set for November 6th and 7th, 1969.

MEADIA

Participation was the burden of the comments on the Washington scene addressed to the Council at a May 9th luncheon by Edward J. Meade, Jr., Ford Foundation Officer in Charge of Public Education, who had been sitting in for Commissioner James E. Allen at the Office of Education during the spring months prior to Dr. Allen's arrival in Washington. Stressing the "too often forgotten" fact that American society is an experiment, designed to determine whether or not people can live together and participate together in working out their own destiny, he urged that all elements of society affected by education play active roles in the determination of the American educational system. "Education has not received the attention it deserves," Meade said, "because people are willing to sell it out for other things--for the comfortableness of going to sleep at night knowing that our shores are guarded and our streets are patrolled."

Taking special note of infighting among various groups in the educational community, he called for a coalescence of educational interests, all acknowledging a totality in education, for a sustained common effort to ensure a greater share of the Federal dollar for the OE and HEW budgets. "At the root of what I sense to be the gravest problem in this nation today," he said, "is the fact that the major vehicle for producing effective participation in government--education--is severely undernourished." Meade expressed himself as hopeful of higher national priorities for education if the educational community organized itself to battle for the totality of education, and supported its position with hard work and sensitive planning.

He emphasized the fact that there is at present no established OE or HEW position on educational media, but suggested an increasing reluctance on the part of the Federal Government to subsidize equipment or building

purchases; and he characterized this development as a "philosophy operating", rather than an aspect of emergency budget-cutting. Meade then identified as a countervailing development indications of a new conviction that the Federal Government ought to be responsible for long-range programs of media development, and he mentioned some interest in a national Institute of Education capable of sustaining such development.

"If we set aside selfish interests and accept our common responsibility to participate in advancing the overall interests of education," he concluded, "we will at least be able to stay in the American experiment, and perhaps show other parts of the world that the experiment is viable."

THIRD GENERAL SESSION

(NB: Because a large delegation was absent from this exceptionally lively and informative session in order to meet with the CIT, the presentations of EMC's guest insiders are reported in some detail.)

HILL HIGHLIGHTS

On Saturday, May 10th, with EMC Life Member Carolyn Whitenack presiding, Jean Frolicher, Deputy Associate Commissioner of Education for Legislation, opened the Third General Session by reporting on what she termed "the shakedown period" of the new administration, during which a series of HEW task forces is examining almost every program operated by the Office of Education in an attempt to evaluate their efficiency and to consider possible better ways of accomplishing objectives. In a relatively inactive period shadowed by the prospect of severe cutbacks for education, the major Congressional action on educational legislation had been passage by the House of a two-year extension of the Elementary and Secondary Education Act through FY '72. Mrs. Frolicher commented particularly on the advance-funding provisions of Title I of ESEA, and on a new Title IX that as of 1971 would consolidate what were formerly Titles II and III of ESEA, covering library materials, textbooks, and supplementary centers and services, with what have been NDEA Titles III-A and V-A, covering respectively instructional equipment and guidance counseling and testing. She pointed out that the new Title IX has a slightly higher authorization level of $1 billion, and that matching-fund requirements have been eliminated. The House Labor-HEW Appropriations Subcommittee chaired by Daniel J. Flood (D, Pennsylvania) was currently hearing testimony (completed June 6th); and the bill would probably reach the floor of the House at the end of July. The Senate hearings on ESEA (which began on June 11th) had not at that time been scheduled.

Responding to questions, Mrs. Frolicher accepted a characterization of the Congressional view of education as "fragmented", and conceded the significance of the de facto policy-making role of the Bureau of the Budget. She pointed out that because much of the HEW budget is made up of fixed-cost items such as Social Security, education costs, which are not fixed, would inevitably be considered for cutting by an Administration which feels budget reduction to be mandatory. And since--apparently as a matter of policy--direct money-to-people programs had been held at the current operating level, appropriations for instructional materials and equipment appeared to be doubly susceptible to reduction.

Concluding, Mrs. Frolicher commented on the new Library and Information Sciences Commission bill recently reported out by the Education and Labor Committee, and said that the Commission would be a 15-man body appointed by the President and charged with the responsibility of national policy for all Federal library programs. She made special mention of the $25 million included in the Cooperative Research budget for programs of experimental schools, aimed at developing models for various levels of elementary and secondary public-school education. Asked about the Urban Education bill introduced in the House last year by five Republican Congressmen who proposed a new Bureau coordinating and expanding all urban education programs, Mrs. Frolicher indicated considerable HEW interest in the bill "or a bill in this area" and predicted headlines for this major area of educational concern in the future.

REGIONAL LABORATORIES 12+8-5=RBS ANYWAY

Dr. James A. Becker, Director of Research for Better Schools, Inc., which is the US Regional Educational Laboratory based in Philadelphia, also addressed himself to prospective budget educational cuts in 1969, which he called "the Year of the Gore". Based on Title IV of ESEA--which was, Becker said, not a new law but a reversion of the old Cooperative Research Act

of 1954--the Regional Laboratory program was initiated in 1966 with the awarding of grants for the first 12 laboratories, almost immediately increased to 20. Since funding has always been insufficient for 20 laboratories, the program had experienced a continuous budget crisis, climaxed in 1968 by a hard-nosed decision to phase out CERLI in Chicago, CAREL in Washington, D. C.; MOREL in Detroit; RMEL in Greeley, Colo.; SCREL in Little Rock, Ark.--and as many as eight more perhaps also destined to be gored.

Becker's own laboratory, now three years old, is a non-profit corporation, governed by a 21-Member Board of Directors and entirely funded by the Federal Government, with a declared mission "to individualize and humanize education for all learners". Having decided to capitalize on previous Government expenditure in developing its individualized instruction program, RBS evaluated 72 Federally funded programs; and the RBS Board selected for a major laboratory project the Individually Prescribed Instruction system invented at the Learning Research and Development Center in Pittsburgh, which was then being developed and implemented at the Oakleaf School. With the elementary school as its first project target, the laboratory staff trained the principal and entire faculty of one school in IPI for math and reading and--less successfully--parts of the faculties of four other schools, so that five schools were operational before the end of 1966, and expected to open as IPI demonstration schools in reading, spelling, handwriting, math, and the sciences at the end of one full school year. During the '67-'68 school year RBS added 27 more schools; in '68-'69 they expanded to 100 schools, involving 25,000 pupils and over 1,000 teachers; and next year they expect to be operational in 150 schools with over 50,000 pupils in 42 states. A built-in feedback loop based on collection of data four times a year now indicates 94% success in achievement of their stated objectives, and Dr. Becker predicted 99+% success for the '69-'70 school year. In developing materials for students and training packages for teachers and principals, RBS is now working with a university R&D center and a publishing house; and in the '71-'72 school year at least 4,000,000 pupils will be able to take advantage of a new multi-media IPI system in mathematics with materials including packages for placement technology, teacher training, testing, data feedback, and all kinds of media instruction.

Another major RBS laboratory project is Automated Learning Management System--called ALMS "for the attractive money sound about it"--which is a "second-generation" development of their IPI studies and based on their conviction that, assuming adequate financing, the computer can serve as an instructional guide, using the prescription technology that is coming out of IPI for more precise determination of the effectiveness of instruction. With the assistance of a leading manufacturer, this program will be opening experimentally in the Quakertown School next fall. A "third-generation" CAI project in work at RBS is a program operational at the Intensive Learning Center in Philadelphia, involving a TV visual screen operating off a 102 Philco-Ford computer which feeds a redesigned IPI math program to 40 terminals in five schools. Problems the laboratory is facing on this project are the research-level difficulty of conceptualizing how to use the technology for children, the fact that the hardware is not built for children, and the fact that they have not yet been able to develop a plain-English interactive language for child-computer communication--all complicated by the lack of R&D funds.

In connection with the second basic RBS concern, the humanizing of education, the laboratory has published a pioneer report on interactive analysis and is now going into the problem of developing curriculum content that will help youngsters understand how human beings function, how adults operate. RBS curriculum content packages will be field-tested with children beginning early in 1970. Still another RBS project, called Administering for Change, is a study of the strategies for preparation for acceptance of innovation by entire school systems.

Reporting on media projects of the other educational laboratories, Becker named seven more involved with computers, working in such areas as vocational guidance, occupational information, student personnel data, computer-managed instruction, instructional management, and administrative management. Other laboratories are doing experimental work with videotape in many areas, including curriculum content, early childhood education, lessons in dance and theater arts, teaching techniques in the inner city, teacher self-evaluation, and microteaching and minicourses. One laboratory operates a mobile unit implementing a multi-media approach to teaching rural disadvantaged children, and four others have established educational materials centers for their regions.

In conclusion, Becker predicted that if the regional laboratories having vision also have the management capability to carry out that vision--and can obtain funding--"it is my judgment that they will be perhaps the most significant, most influential factor that has ever operated in education. If they don't, they deserve to be wiped out." Speaking for RBS, he summarized, "It is our hope to develop an institution so viable that it never becomes institutionalized." A report on all the activities of Research for Better Schools is available on request from the laboratory at 1700 Market Street in Philadelphia.

R and Dissemination in ERIC Clearinghouse

Dr. Adelaide Jablonsky, who is a member of the faculties of Yeshiva and Columbia Universities and co-director of a Title V Experienced Teaching Fellowships Program, addressed the Council in her fourth capacity as Associate Director of the ERIC Information Retrieval Center on the Disadvantaged, located in New York City. The Center, she explained, is older than the ERIC system, dating back to the 1960 reorganization of the Yeshiva Graduate School of Education. Yeshiva, recognizing the fact that many schools of education are clustered in New York City and mindful of its own identity as an organization supported by a minority group, decided to focus on the activities, interests, concerns, and problems of minority groups; and faculty interested in this special area were brought in for psychology, guidance, and educational capabilities.

At that same time the College Entrance Examination Board, under attack as WASP-oriented, asked Edmund W. Gordon, Director of Yeshiva's new IRCD, to gather information on what research psychology was beginning to report about testing the disadvantaged; and so, with College Board funds, the IRCD established the beginning of a library and an information science resource. Shortly thereafter, the USOE initiated a program for systematic dissemination of research reports and modelled its new Educational Research (later changed to Resources) Information Centers on the Yeshiva IRCD, which became one of the first ERIC clearinghouses. Soon computerized by North American Rockwell, the system based its thesaurus on 1,740 documents then available at the Yeshiva IRCD; and it now comprises 7,000 terms. Although there are now 19 ERIC clearinghouses, Dr. Jablonsky noted some functional overlapping and, at the same time, some subject areas such as social studies, health and physical education, and the arts which are not covered. The USOE is currently studying a Bureau of Research report on the taxonomy of education which includes recommendations for restructuring the ERIC system.

Dr. Jablonsky emphasized a change in the ERIC operation from information gathering and pure dissemination to information description and analysis. Since November, 1966, the monthly publication Research in Education has reported computerized abstracts of selected documents which may be purchased in hard copy as well as in inexpensive 64-frames-per-card microfiche, and in the latter form are also available for reference in 680 repositories around the country. In addition, the clearinghouses are now publishing spe-

cial reports such as the IRCD's recent bulletin entitled Some Trends in the Education of the Disadvantaged, based on a detailed study during the course of which Dr. Jablonsky visited over 100 programs in 35 cities. This experience has convinced her, she said, that: first, education has to be individualized and, secondly, that media "must grow up to meet the need". Another such analytical report, jointly prepared by the staffs of the Clearinghouse on the Disadvantaged, now located at Teachers College, and the Stanford Clearinghouse on Media and Technology, is Media and the Disadvantaged--a Review of the Literature. The next phase of ERIC's development would be computer access to information; and the Clearinghouse on Teacher Education has two experiments with on-line access in work, while the Stanford Clearinghouse is now set up with a complete system for continuing use of computer information on magnetic tape through which anyone may borrow and copy any of ERIC's 26,000 documents.

Another new ERIC enterprise, programmed for bibliographic control of copyrighted journal literature that cannot be reproduced by ERIC without permission, is a companion publication to Research in Education--the monthly Current Index to Journals in Education, scheduled to begin publication later in May. The new Index will cover well over 300 selected journals one month after date of issue, and is available from Crowell Collier MacMillan at $34 a year.

Each ERIC Clearinghouse has a news bulletin, obtainable for the asking; and some--including IRCD, which has 9,000 documents on file--have libraries and information centers, where assistance is available to visiting researchers and those whose inquiries are received by mail or telephone. Central ERIC does not see the clearinghouses as agencies for working with teachers, Dr. Jablonsky said, and throughout the country there are ERIC-funded local service centers such as the one at the Center for Urban Education, all designed to provide ERIC information to teachers. She and Dr. Gordon, however, share a conviction of the importance of working directly with the schools; and their work for ERIC is much assisted by school projects they undertake in their work outside the clearinghouse. One such activity, performed under a contract with the United Federation of Teachers, has resulted in development of "the Gordon Plan" for improving education in New York City. Jointly prepared by representatives of the Board of Education, teachers, parents, and the community, the five-year plan--which encompasses such demonstrated changes as early education programs, all-day school, and individualized instruction--will be implemented in four schools in September.

"ERIC must be a two-way system," Dr. Jablonsky summarized, "We must receive information from you at the point when your research is ready to be produced and disseminated." And, speaking for the Center on the Disadvantaged, in conclusion she added, "There are the beginnings of good education taking place, in situations where the people in charge of making decisions are firmly convinced that the educational system must be changed for greater relevance, for individualization, and for the broadening of the understanding and use of modern technology ... There is education going on for disadvantaged children that is exemplary and very, very exciting, and should be replicated and evolved, so that we can all feel a little bit more comfortable the next time evaluation comes along."

ON CUE IN NYC: ACTION INNER-CITY LAB

Eugene T. Maleska, Associate Director for Programs at the Center for Urban Education, the Regional Educational Laboratory located in New York City, extended on behalf of the laboratory's director, Dr. Robert Dentler, a special invitation to EMC to visit CUE at 105 Madison Avenue. Reviewing the history of CUE, he said it had gone through many metamorphoses parallel to the USOE shift from research to development, with programs ranging from early childhood to adult education and including some in vocational and special education. At the present time, he said, CUE is concentrating on the elementary school, especially in the inner city, with a major share of field-testing being conducted in the South Bronx, Harlem, and Bedford-Stuyvesant. There are seven major components in the current CUE program, with many satellite programs, all determined by six committees, five of which are responsible to Maleska, plus a communications unit that puts out the famous Urban Review and includes a new program reference service, a "hot line" which

Mrs. Eugene Maleska and her distinguished husband were guests of EMC at lunch for a second helping of good-fellowship and shop-talk.

makes it possible for school administrators all over the country to call in for information about promising programs.

The two most important CUE committees are the Curriculum Committee and the Community Development Committee, both working in the area of elementary education and especially interesting, Maleska said, when the work of the two overlaps. The Community Development Committee, assisted by a Social Research Committee that makes sure its action programs have design and research respectability as well as developmental function, is primarily focused on decentralization and desegregation. The Curriculum Committee, similarly assisted by an Educational Research Committee, studies such developments as educational parks, and is shortly to hold a conference of top-level educators on that subject. A "model" program in the curriculum area is the CUE series of "instructional profiles", designed to help the beginning teacher who so often gets turned off early. After many conferences with Harlem teachers of the third grade, to which most novice teachers in the inner city are assigned, they established a clear need for "something more specific" than the New York City curriculum bulletins, which are not much help to a beginner left on her own because the principal is busy and the "buddy teacher" system usually doesn't work very well, and the institutions of teacher training have not prepared her for the stringent realities of the urban third grade. After study of the curricula of a dozen cities and conferences with both experienced and inexperienced teachers and university experts all assembled to work with CUE staff, CUE developed a card-file series of guides in every subject area which are specifics for 40 weeks of teaching third grade. The instructional profiles were field-tested last year, revised, and then introduced in the schools this year; and series for the second and fourth grades are now in work. The field-testing and revision establish a professional dialogue with teachers, which they sorely need; and CUE hopes to be able to develop a "dial-a-question" system whereby teachers will be able to phone a center about a problem and receive answers and suggestions back by teletype.

Another important Curriculum Committee program is "Planning for Change", an action-oriented social studies effort for urban schools starting at the eighth-grade level, developed with the aid of such community groups as ARCH--the Architects Renewal Corporation of Harlem. One eighth-grade class prepared its own "tenant power" booklet to tell their parents and neighbors what they could do about such local problems as rats, defective plumbing, and rent overcharges; and the youngsters became community leaders in their neighborhood. Another class organized a clean-up drive; and a third made a study of parks in their area, climaxed by a conference with then Commissioner of Parks Thomas Hoving. CUE has developed teachers' manuals and students' manuals for these programs, and eventually will have a whole series of volumes. A related suburban project is concerned with utilization of the resources of the city by children in outlying communities. Among others are a pre-kindergarten program called CHILD (Creatively Heightening Intellectual Language Development), an extensive reading program; an investigation of unionism and its relevance to education; and a science program involving three universities for the training of experts in elementary science.

Maleska, who said he had once been a teacher on 139th Street in Harlem, where he became an expert in trimming down the polysyllables of Treasure Island as he read aloud, made some final comments on teacher training, weakened by the contempt with which liberal arts people regard "educationists", doomed to failure in the crucial inner city by the fact that few student teachers are ever sent there, and deprived of relevancy by the small number of blacks and people with urban background engaged in it.

TAPES of the foregoing presentation and subsequent free-wheeling discussions are available, thanks to Robert de Kieffer and the National Tape Repository, upon request to the EMC office.

OUR SCHOOL

At a special EMC showing of the RCA-Kodak-AT&T multi-media presentation Our School, RCA Director of Educational Media Gene Wyckoff not only acted as narrator for the show he wrote and produced, but also was host for a bountiful reception at the Johnny Victor Theater.

E.D.'S N.B.

Like each of its predecessors, this issue of the EMC newsletter is an experiment. Subject, of course, to the approval of the Secretary and the Board of Directors--to all of whom this fact will indeed be news--it is submitted as the Minutes of the 25th Meeting of the Council. Corrections and candid comments are most earnestly solicited.

The production of Minutes is so time-consuming, laborious, and delicate a task that, this time, Council staff has made a particular effort to justify the necessary investment by producing a report that in point of readability at least reflects the vitality characteristic of all Council discussions--never more evident than at the 25th Meeting. A certain amount of discretion necessarily exercised, however, guarantees to Member representatives the traditional pleasure of reading between the lines, especially in sections of admittedly impacted prose written to space or in desperation.

The temporary eclipse of the newsletter is hereby concluded, and we shall be sharing your news in #7 very shortly--if you have made sure that we are receiving it. -- H. L.

UP AND COMING

JUNE 22 - 28 — ALA 88th Annual Conference, Atlantic City
Events include pre-conference on impact of instructional technology on the junior college, exhibition of 16mm films, and subdivision presentations on media centers, telecommunication networks, and innovations in library education.

JUNE 23 - 26 — EIA 45th Annual Conference, Hotels Ambassador, Chicago

JUNE 30 — NEA Annual Convention, Convention Hall, Philadelphia (through July 5)

JULY 10 - 12 — Fordham 7th Annual Film/Media Conference, Fordham Lincoln Center Campus, New York
Film teachers and professionals to discuss the creative use of film and the other media in the schools.

JULY 13 - 17 — NAVA 21st National Institute for Audio-Visual Selling, University of Indiana, Bloomington
Instructors provided by NAVA Member firms: courses in A-V selling, instructional materials, management, and design engineering.

JULY 19 - 22 — NAVA 30th Annual Convention and Exhibit, Conrad Hilton, Chicago
Rep. John Brademas (D-Ind.), sponsor in the House of the Educational Technology Bill, will keynote.

JULY 21 — ASTD 16th Annual Institute for the Training Professional, The University of Wisconsin, Madison (through August 1)
Topics this year include the training function, training methods, training program design and management development.

AUG. 11 - 14 — American Management Association 5th Annual Conference and Exposition on Education and Training, "Managing for Relevance", New York Hilton and Americana, New York
Topical daytime sessions feature several on use of media in training, and continuing workshops afford opportunity to discuss special problems.

AUG. 18 - 22 — 15th Okoboji Educational Media Leadership Conference, Lake Okoboji, Iowa

AUG. 18 - 22 — UFA 23rd Annual Conference, The Pennsylvania State University, University Park
Keynote address by Dr. Arthur Barron, with formal presentations on problems of instructional design and media selection and use of film in minority communities.

SEPT. 28 — SMPTE 106th Technical Conference and Equipment Exhibit, Century Plaza, Los Angeles (through October 3)
Special Symposium on Super 8mm production techniques.

OCT. 6 - 9 — EIA Fall Conference, Century Plaza, Los Angeles

NOV. 6 - 7 — Educational Media Council 26th Meeting, Washington

NOV. 8 - 12 — NAEB 45th Annual Convention, Sheraton-Park, Washington
Conferences to focus on theme of "Educational Broadcasting and Social Responsibility".

THE EMC MAFFICKER

Volume II, Number 2
August 1969

Newsletter of the Educational Media Council 1346 Connecticut Avenue, NW Washington, D. C. 20036

ALLEN ANNOUNCES NEW BUREAU OF LIBRARY AND EDUCATION TECHNOLOGY

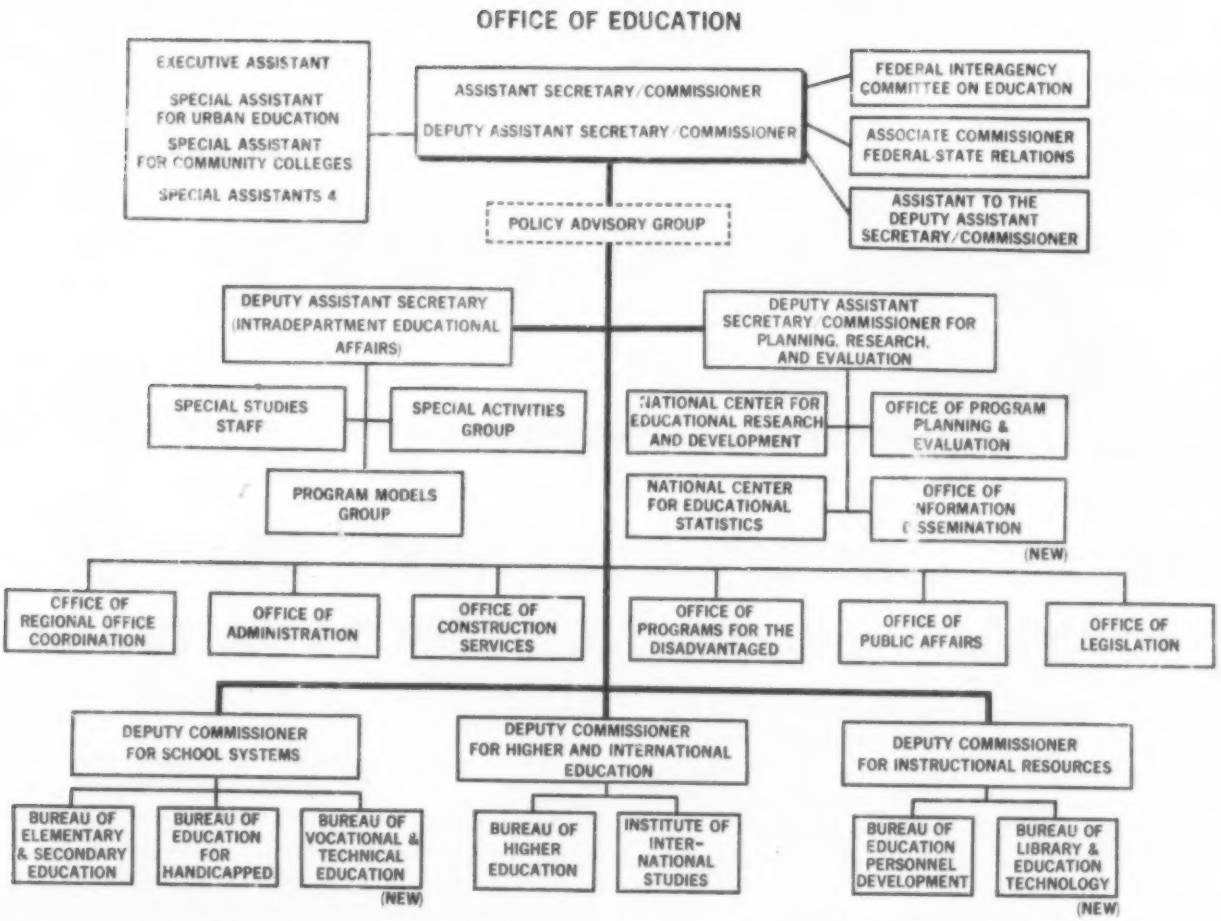
A new Bureau of Library and Education Technology, which together with the Bureau of Education Personnel Development will be headed by an as-yet-unnamed Deputy Commissioner for Instructional Resources, is a major feature of a sweeping reorganization of the U.S. Office of Education announced by Assistant Secretary/Commissioner James E. Allen, Jr., at an USOE press conference in Washington on August 22nd. In an effort to reduce the number of officials reporting directly to the Commissioner of Education, Allen has restructured the Office so that most of its operations will be under five major deputies holding newly created positions -- a Deputy Assistant Secretary/Commissioner for Planning, Research, and Evaluation, as announced last month; a Deputy Assistant Secretary for Interdepartmental Educational Affairs, appointed Deputy Commissioners responsible respectively for School Systems, Higher and International Education, and Instructional Resources.

In commenting on the new Bureau of Library and Education Technology, Allen said, "We will point this up and give more help in this area." A number of existing units presently located in other Bureaus will be the basic components of the new Library and Education Technology Bureau, and Allen said that in time there would be some reorganization of these units. In noting increased organizational emphasis on educational media, he significantly mentioned the Report of the Commission on Instructional Technology, which had been received by his office early in August and subsequently been submitted to the Secretary of HEW It would be released, he said, "momentarily".

In response to questions about key top-level USOE personnel, Allen said that Peter P. Muirhead would continue as Acting Deputy Commissioner of Education; that Wayne O. Reed would remain in his present post as Associate Commissioner for Federal-State Relations; and that Don Davies would carry on as Associate Commissioner for Education Personnel Development, "a very important program". James J. Gallagher, Acting Deputy Assistant Secretary/Commissioner for Planning, Research, and Evaluation, is being very seriously considered for permanent appointment to that post. In respect to the overall number of USOE jobs, he said that although there would be a few more high-level jobs and a slight decrease in the number of lower-level jobs, the total USOE population would remain relatively constant.

Reporting on other aspects of the USOE reorganiza-

(continued on page 2)


OFFICE OF EDUCATION
EXECUTIVE ASSISTANT
SPECIAL ASSISTANT FOR URBAN EDUCATION
SPECIAL ASSISTANT FOR COMMUNITY COLLEGES
SPECIAL ASSISTANTS 4
ASSISTANT SECRETARY/COMMISSIONER
DEPUTY ASSISTANT SECRETARY/COMMISSIONER
FEDERAL INTERAGENCY COMMITTEE ON EDUCATION
ASSOCIATE COMMISSIONER FEDERAL-STATE RELATIONS
ASSISTANT TO THE DEPUTY ASSISTANT SECRETARY/COMMISSIONER
POLICY ADVISORY GROUP
DEPUTY ASSISTANT SECRETARY (INTRADEPARTMENT EDUCATIONAL AFFAIRS)
DEPUTY ASSISTANT SECRETARY COMMISSIONER FOR PLANNING, RESEARCH, AND EVALUATION
SPECIAL STUDIES STAFF
SPECIAL ACTIVITIES GROUP
PROGRAM MODELS GROUP
NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
OFFICE OF PROGRAM PLANNING & EVALUATION
NATIONAL CENTER FOR EDUCATIONAL STATISTICS
OFFICE OF NFORMATION SSEMINATION
(NEW)
CFFICE OF REGIONAL OFFICE COORDINATION
OFFICE OF ADMINISTRATION
OFFICE OF CONSTRUCTION SERVICES
OFFICE OF PROGRAMS FOR THE DISADVANTAGED
OFFICE OF PUBLIC AFFAIRS
OFFICE OF LEGISLATION
DEPUTY COMMISSIONER FOR SCHOOL SYSTEMS
DEPUTY COMMISSIONER FOR HIGHER AND INTERNATIONAL EDUCATION
DEPUTY COMMISSIONER FOR INSTRUCTIONAL RESOURCES
BUREAU OF ELEMENTARY & SECONDARY EDUCATION
BUREAU OF EDUCATION FOR HANDICAPPED
BUREAU OF VOCATIONAL & TECHNICAL EDUCATION
(NEW)
BUREAU OF HIGHER EDUCATION
INSTITUTE OF INTER-NATIONAL STUDIES
BUREAU OF EDUCATION PERSONNEL DEVELOPMENT
BUREAU OF LIBRARY & EDUCATION TECHNOLOGY
(NEW)

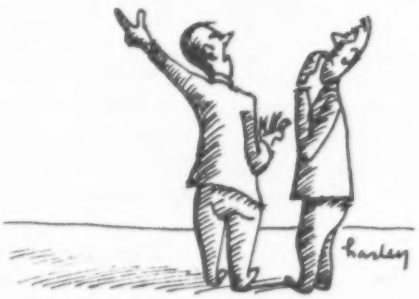
TECHNOLGY BUREAU - continued from 1

tion, the Assistant Secretary/Commissioner pointed out that the Bureau of Vocational and Technical Education and the Office of Information Dissemination are also new units, and that the newly-created, temporary post of Special Assistant for Community Colleges had been established for development of needed legislation and assistance to State programs. Continuing Education Programs, he said, would be operated under the Bureau of Higher Education, and would eventually be accorded bureau status. Asked if the new Office structure did not look like that of a Department, he said, "I hope that in years ahead it will go in that direction."

In response to a question about his dual office and his double responsibility, Allen predicted that he would be spending most of his time at his USOE office in the North Building, but as chief education advisor to the Secretary of Health, Education, and Welfare, he would also be going frequently to his other office in the HEW Building.

"I have been thinking seriously," he said, "about roller skates."

Aug. 22, 1965



"It isn't hard to understand the Office of Education--it's just impossible to figure out the chart."

Several EMC Member Representatives are regularly receiving the Council newsletter in quantity for distribution to Member Boards of Directors, staff, or media committees. Others who would like to have additional copies of this and future issues have only to send a note to the Council office. Our print order is 500 copies, and back issues are also available.

UFA:August Assembly

The University Film Association held its 23rd annual conference August 17th-23rd at the Keller Conference Center of the Pennsylvania State University. U F A President Ernest D. Rose, Professor of Communications at Temple University, welcomed 200 university film producers, film scholars, film makers, film teachers, film administrators, film technicians, and film students, many accompanied by wives and children and almost all bearing cans of film to be shown during the week-long screening binge. Among conference program topics were "The Relevance of Research," "Standards for Degrees in Film", "The Student Rebel: What Meaning for Us?", "Film and Minority Groups", "Visual Anthropology: Films as a Means of Presenting Man", and "Budgeting and Management of On-Campus Production Units". Special presentations were made by the American Film Institute, CBS Electronic Video Recording, and the National Film Board of Canada; and the banquet speaker on August 21st was Arthur Barron, distinguished documentary film maker and head of Columbia University's Film Program. The annual UFA/McGraw-Hill Scholarship Awards were presented to Chris Koch of the University of Iowa, who won the $1,000 first prize, and John Bartholomew of Temple University, winner of the second-prize $500 scholarship. The only program event not illustrated with film was the annual picnic afternoon on August 20th, and every evening program ended as an early-morning audience-participation show. EMC Executive Director Harriet Lundgaard reported informally on the Council to the UFA Board of Directors at its preconference meeting, and found many former UFA Member Representatives to EMC actively involved in the annual hard-working holiday at University Park.

Style-setters John Flory, Eastman Kodak's Advisor on Nontheatrical Film; UFA President Ernest Rose; and USC Professor of Film Herbert Farmer opened registration for UFA's shirt-sleeves conference with a fine display of savoir porter and the official sign.

Jeanne Jagelski bids farewell to her favorite corner of the EMC library -- the section filled with journals and newsletters of Member organizations, which our future film librarian herself developed and organized.

Area ofSMPTE Interest

Dean R. White, President of SMPTE, included in his annual message to the Society's membership the following statement on Education:

Society interests in education are two-fold; we are interested in the training and advancement of scientists, engineers and technicians in our own field; and we are also interested in the best use of motion picture and television equipment and technics in the broad field of education in general, from kindergarten to university.

We currently express our interest in the first aspec through cooperation with schools offering courses in our fields by cooperative consideration of curriculum content; through scholarship awards; and by formation of Student Chapters where the degree of activity warrants. The Society also offers, or cooperates in the offering of, special lecture courses tending toward the advancement of people working in the field of our interests. There is room for increase of this type of activity.

The use of our technics and equipment -- our hardware, if you will -- in the broad field of general education is of great interest to the Society. Efforts have been made to effect and maintain contact with other groups with largely parallel interests. We have representation in the Educational Media Council and in USASI Committee PH7, Photographic Audio Visual Standards. In view of the importance of the entire subject, these contacts seem minimal, and we should continue to search for additional means of increasing our contribution in this field.

Movers and Shakers

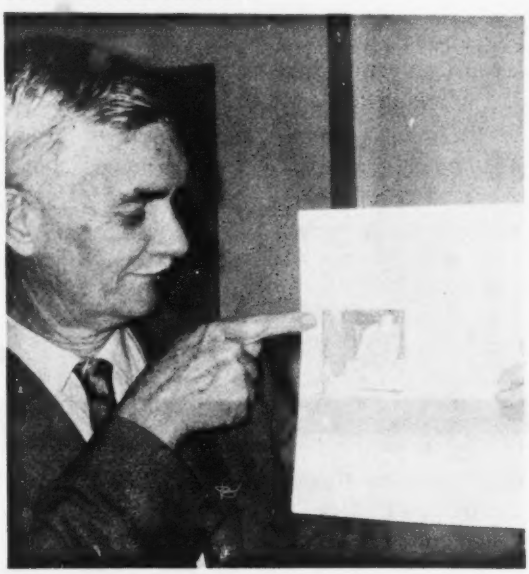
Raymond Fielding, UFA Representative to EMC, has been appointed Professor of Film in the School of Communications at Temple University in Philadelphia. Ray left the University of Iowa in June, and at Temple is teaching courses in film production, research, and history ... Ralph K. Huitt, who as Assistant Secretary of HEW for Legislation, met with the Council in June of last year, is now Executive Secretary of the National Association of State Universities and Land-Grant Colleges in Washington ..... Laura Dell Justin, former Assistant Executive Secretary of the American Association of School Librarians and American Library Association Alternate Representative to EMC, has left AASL in Washington for a new post as Curriculum Librarian for the Montgomery County Public Schools in the Department of Educational Media and Technology at Rockville, Md.... Glenn McMurry, first Director of the National Information Center for Educational Media (NICEM) at the University of Southern California, has recently become a member of the staff of the National Archives in Washington ... Not long after changing jobs within the USOE -- from Chief of the Programs Branch of the Teacher Corps to Special Assistant to Don Davies, Associate Commissioner in charge of the Bureau of Education Personnel Development -- Derek Nunney, NSPI Alternate Representative to EMC, left Washington for Rochester, Michigan, where he is now installed as Vice President of Oakland Community College ... Donald Staples, UFA Representative to the Council, has moved from the Ohio State University to New York University, where he has a new appointment as Professor of Cinema in the NYU Graduate Cinema Program. Don is commuting from Pleasantville, New York, to his classes in Manhattan.

Two new full professorships are now ornamenting the EMC list -- those recently voted to Member-at-Large Carolyn Whitenack, of the Department of Library Science and Audio-Visual Education at Purdue... and Herbert Farmer, of the Department of Cinema at the University of Southern California.

Two other Council people have made very good news through aquisition of the new title of MRS—Margaret Dinneen, not-so-late of the Council staff, is now Mrs. Moustafa Abdelsamad. Peggy is living in Richmond, Virginia, with her new husband, who is teaching there ... We have it on the impeccable authority of a Bishop (L.J.) that Margaret Gill, onetime Executive Secretary of the Association for Supervision and Curriculum Development and ASCD Representative to EMC is also a new bride, but she is so far a nameless newsmaker since we have no further information.

The National Instructional Television Center has given new reposibilities to two of its Representatives to EMC: Robert Fox is now Director of Instructional Development, and Donald Sandberg now Director of General Services.

Writing in Training Recently, Dugan Laird presented his annual MITCH ("My Industrial Training CHampions") Award to Robert Mager and Kenneth Beach for their book Developing Vocational Instruction, which Laird terms "a complete accomplishment" that "outsines all the others". Describing the book, he adds, "As a source of solid data about up-to-date techniques for solving such real-life problems as determining training needs or analyzing the trainee population, this book has a scope that exceeds anything else we've had in the past. Developing Vocational Instruction is a systematic picture of what the Training World almost is. If more of us practiced each step outlined in the book, then the Training World would surely be more nearly what we all want it to be. From writers so actively involved in the real Training World, one might expect a bias these men escape. It accomplishes what Gagné (to whom the book refers) tried to do; it relates to the life the trainee must live after class is finished ... I think Bob Mager and Ken Beach may very well have given us a classic; I am convinced that they gave us a singular accomplishment." As the Council will recall, Developing Vocational Instruction is an amplified version of the paper Bob Mager wrote for EMC as part of its 1965-67 USOE study on "Educational Media in Vocational Education".

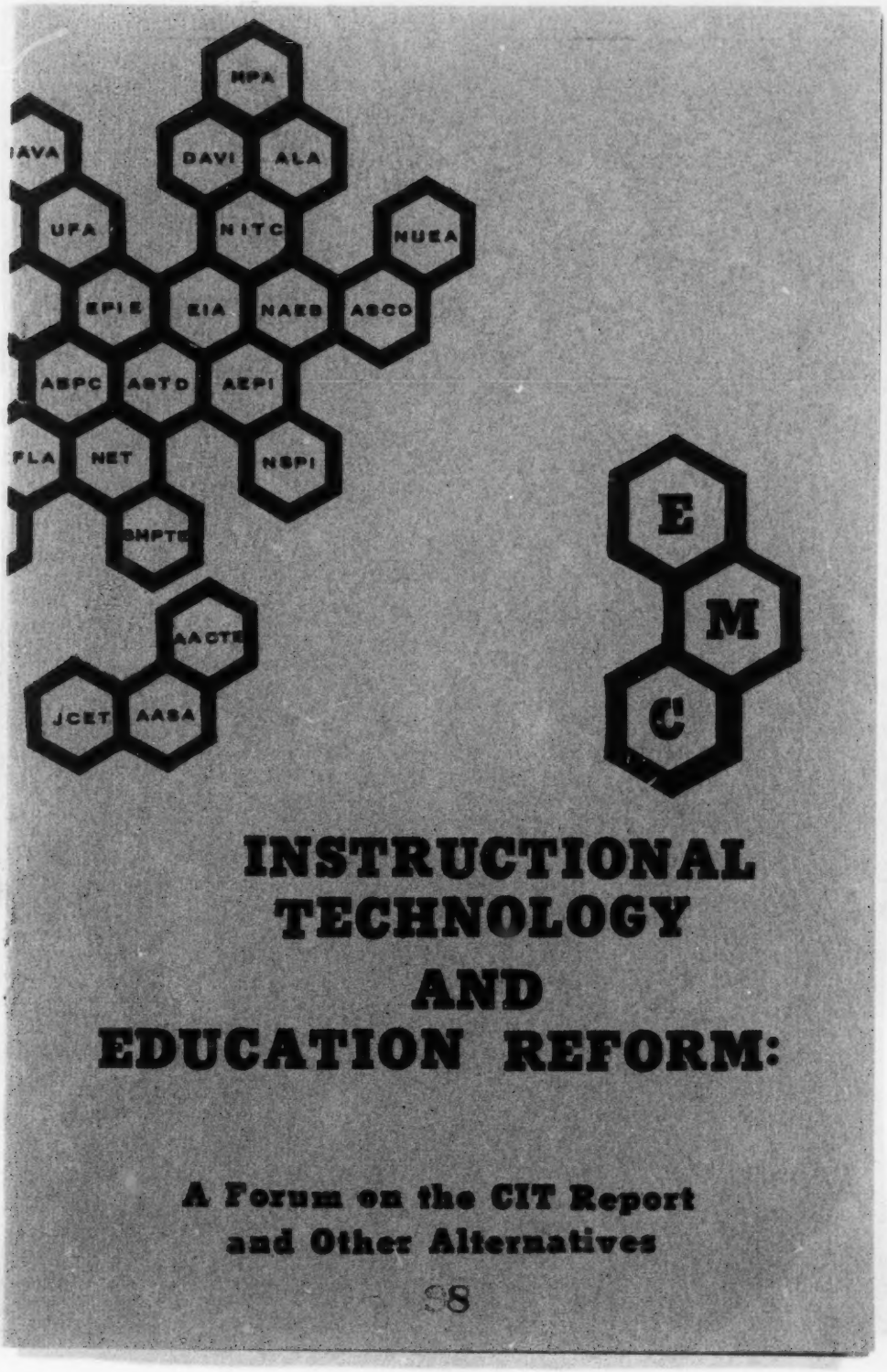


Fritz White is alive and well -- despite his apparent decapitation on page 2 of the June EMC newsletter. It was the printer who lost his head.

APPENDIX H

A copy of the 80-page EMC paperback book entitled Media Milestones in Teacher Training is separately appended to each copy of this report submitted to the Office of Education.

Media Milestones in Teacher Training (copyright, 1970, Educational Media Council) is available from EMC.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INSTRUCTIONAL TECHNOLOGY AND EDUCATION REFORM:
A Forum on the CIT Report and Other Alternatives

INSTRUCTIONAL TECHNOLOGY AND EDUCATION REFORM:

A Forum on the Report of the Commission on Instructional Technology and Other Alternatives

March 31st - April 1st, 1970
Washington Hilton Hotel

Conference Co-Chairmen:

Howard B. Hitchens, Jr., Executive Director, Department of Audio-visual Instruction, NEA

Robert J. Pitchell, Executive Director National University Extension Association

James P. Thompson, Director of Services, National Audio-Visual Association

ex officio, Robert E. de Kieffer, President, Educational Media Council
Director, Bureau of Audiovisual Instruction, University of Colorado

PROGRAM

Tuesday, March 31st

9:00 AM	Meeting of the Educational Media Council: Regular Member Representatives, Alternates, and Life Members	BAR FIFTY
10:00 AM - 12 M	Registration	CONCOURSE
12 M	Luncheon	CRYSTAL BALLROOM

Speaker: Sterling M. McMurrin, Chairman
Commission on Instructional Technology

Tuesday, March 31st - continued

2:00 PM — General Session: Discussion of the six major CIT Recommendations, led by Chairman McMurrin and other members of the Commission: — CRYSTAL BALLROOM

C. Raymond Carpenter, Professor of Psychology, University of Georgia
Harold B. Gores, President, Educational Facilities Laboratories
Nell P. Eurich, Former Dean of Faculty, Vassar College

Major CIT Recommendations:

1. Establish the National Institutes of Education within the Department of Health, Education, and Welfare
2. Establish within the National Institutes of Education a National Institute of Instructional Technology
3. Establish in the National Institute of Instructional Technology a center or library of educational resources
4. Develop projects to demonstrate the value of technology for instruction initiated by the National Institute for Instructional Technology
5. Support programs based on stepped-up research and development, to train and retrain teachers, administrators, and a variety of specialists in order to improve the capacity of educators to make good use of technology
6. Develop a mechanism whereby the National Institute brings education and industry together in a close working relationship to advance the effectiveness of instruction through technology

Tuesday, March 31st - continued

6:00 PM Reception — INTERNATIONAL BALLROOM EAST

7:00 PM Dinner

USOE Greetings: Hal Lyon, Acting Deputy Associate Commissioner, Bureau of Libraries and Educational Technology

Don Davies, Acting Associate Commissioner for Libraries and Educational Technology and Associate Commissioner for Educational Personnel Development

James E. Allen, Jr., Assistant Secretary of HEW for Education and US Commissioner of Education

Wednesday, April 1st

9:00 - 10:00 AM General Session — GEORGETOWN BALLROOM

Charge to discussion groups: Robert T. Filep
Vice-President, Educational Media Council
Director of Studies, Institute for Educational Development

10:00 AM - 12 M Discussion Groups

#1 Chairman: Leonard B. Ambos, Assistant Directo., American Educational Publishers Institute — MILITARY ROOM

#2 Chairman: Herbert E. Farmer, Director of Services, University of Southern California — GEORGETOWN ROOM EAST

#3 Chairman: Robert B. Hudson, Vice President, National Educational Television — THOROUGHBRED ROOM

Wednesday, April 1st - continued

	#4 Chairman: P. Kenneth Komoski, Director, Educational Products Information Exchange	CRYSTAL ROOM EAST
	#5 Chairman: Robert W. Wagner, Chairman, Department of Photography and Cinema, Ohio State University	LINCOLN ROOM
	#6 Chairman: F. A. White, Director, Educational Services - Extension, University of Wisconsin	HEMISPHERE ROOM
12:30 PM	Luncheon Speaker: Daniel P. Moynihan, Counsellor to the President	INTERNATIONAL BALLROOM CENTRAL
2:30 - 5:00 PM	General Session: Discussion of possibilities for implementation of the CIT Report, the Educational Technology Act, the President's Message on Education Reform, and other alternatives	CRYSTAL ROOM EAST
5:00 PM	Adjournment	

Educational Media Council, Inc.
1346 Connecticut Avenue, NW
Washington, D. C. 20036

(202) 296-7248

From: Harriet Lundgaard
EDUCATIONAL MEDIA COUNCIL
1346 Connecticut Avenue, N. W.
Washington, D. C. 20036
(202) 296-7248

For immediate release

ACTION PROGRAM ON ROLE OF INSTRUCTIONAL TECHNOLOGY IN EDUCATION REFORM INITIATED BY NATIONAL CONFERENCE ON CIT REPORT AND OTHER PROPOSALS

Washington, D. C., April 1: A national action program for promoting more effective use of educational technology in American education was initiated by a group of 75 leaders in education and the education industry, meeting in Washington at a March 31-April 1 conference sponsored by 21 national organizations including the 18 Members of the Educational Media Council. Among the speakers were Sterling M. McMurrin, Chairman of the Commission on Instructional Technology, who addressed the conference on the Commission's recently released Report; Daniel P. Moynihan, Counsellor to the President, who spoke on the President's Message on Education Reform; and Hal Lyon, Acting Deputy Associate Commissioner of Education, who reported on plans for the new USOE Bureau of Libraries and Educational Technology. After two days of discussion and debate, the conferees went on record with a variety of recommendations for action, including a resolution urging fullest development of the Bureau of Libraries and Educational Technology; a motion recommending full, prompt, and public Congressional hearings on the Report of the Commission on Instructional Technology; and a second motion advocating formation of a national citizens' committee to further the essential directions of the CIT Report and other related approaches to the improvement of education. By a separate action the Educational Media Council, which had structured the conference around its own 27th and tenth-anniversary meeting, proposed to undertake a design study for a National Council of Education and Industry as recommended by the Commission on Instructional Technology.

CIT Report and Alternatives Debated

In opening the conference, EMC President Robert E. de Kieffer, Director of the Bureau of Audiovisual Instruction at the University of Colorado, set forth the Council's charge to the conferees in terms of "a number of important recent events relevant to the role of media in education which, occurring almost simultaneously, constitute a call to action by key decision-makers in education and industry who believe that instructional technology can significantly enhance the quality of American education". Among these events de Kieffer cited the release by the White House on January 23 of the long-awaited Report of the Commission on Instructional Technology; the announcement by Assistant Secretary/Commissioner of Education James E. Allen, Jr., that the new USOE Bureau of Libraries and Educational Technology was operational as of February 10; the President's March 3 Message on Education Reform and enabling legislation based on that Message introduced in Congress the same day; and the announcement of Congressional hearings on the Educational Technology Act to be held in April or May.

Commission Members Comment on CIT Recommendations

Three members of the Commission on Instructional Technology led a first general session of the conference, which opened with a report from Commission Chairman Sterling M. McMurrin, Dean of the University of Utah Graduate School and former U. S. Commissioner of Education, who was joined for subsequent general discussion by C. Raymond Carpenter, Research Professor at the University of Georgia, and Nell P. Eurich, former Dean of the Vassar College Faculty. The conference heard exposition of the six major CIT recommendations: for establishement of National Institutes of Education (NIE) within the Department of Health, Education, and Welfare; establishment within the proposed NIE of a national Institute of Instructional Technology (NIIT); establishment within the recommended NIIT of a national center or library of educational resources; development of NIIT projects to demonstrate the value of technology for instruction; support of programs to train and retrain teachers, administrators, and a variety of specialists

in order to improve the capacity of educators to make good use of technology; and development of an NIE mechanism whereby education and industry would be brought together in a close working relationship to advance the effectiveness of instruction through technology.

McMurrin Reports on National Institutes of Education

Expressing appreciation to the House of Representatives Committee on Education and Labor for making copies of the CIT Report available through the U. S. Superintendent of Documents (catalog number Y4.ED8/1:L47, 50¢ per copy), CIT Chairman McMurrin announced that commercial publication of the Report, along with a substantial number of the 200 papers prepared for Commission study by leading authorities on instructional technology, was also being arranged. Noting that the main thrust of the Commission's recommendations was for establishment of "the National Institutes of Education", he expressed gratification over the fact that plans for "a National Institute of Education" as proposed in the President's Message on Education Reform were that day the subject of a series of USOE conferences.

McMurrin reaffirmed the Commission's unanimous conviction that instructional technology should be able to make a basic difference for good in the character and quality of American education, and described the Commission's approach to their assignment as critical, cautious, and yet very optimistic. Beginning with consideration of the whole problem of education, he said, they proceeded to the problem of instructional technology as a whole, "and from there on there was no stopping until we undertook to reform the Federal Government." Noting that the Commission's concern was with both the long-range future of education and the urgent problems of the immediate future, McMurrin said that he and his colleagues had agreed their wisest course was to recommend creation of "a more viable instrument of the Federal Government than the USOE is at the present time when it comes to such matters as research and innovation". Stating sympathy for the handicaps which inevitably constrain USOE officials, McMurrin said that a major factor in determining the CIT recommendation for the National

Institutes was the Commission's conviction of the desirability of breaking into a new format for the funding of research and innovation through which the attitude of Congress might be transformed.

Also speaking for the Commission, Nell Eurich stressed their sense of the importance of research applications; and Raymond Carpenter, citing "overwhelming evidence that educational hardware has importantly outrun the software", said that a prime responsibility of the NIIT should be identification of existing nonprint media materials and consideration of how and by whom additional needed materials should be developed. Conference discussion centered on information storage and retrieval systems, staffing of the proposed NIE, the need for greater involvement of industry in education, ways of helping teachers make better use of media, plans for NIE demonstrations and models, the possibility of involving teachers' unions and student groups in the NIE, the question of NIE advisory agencies, the NIE as a potential threat to the funding of good on-going programs in a time of "taxpayers' revolt", and the problem of educational accountability.

Moynihan Annotates President's Message

Conference luncheon speaker Daniel P. Moynihan, Counsellor to the President, who is credited as the architect of the President's Message on Education Reform, acknowledged indebtedness both to the Coleman Report on "Equality of Educational Opportunity" and to the CIT Report -- from which, he said, the central proposal of the Message for a National Institute of Education "could have been taken almost word for word". He reiterated the stress in the White House document on the importance of very early educational experience and its emphasis on the need to transfer judgments about education from the input side of the ledger to the output side. "There is only one question about schools," he said; "and that is: what do children learn in them?" He described plans for the projected National Institute as a commitment to education "as a process of high science, not intuition or loving"; to recognition of the fact that the nation must be prepared to struggle with the problems of education for many long years; and to

acceptance of the inevitability of disappointing results from many experiments. In response to questions about the projected National Institute, he said that although funding for the first year of planning would be nominal, the Administration hoped that within a few years appropriations would be at a $200 million annual level, and would remain there for the following decade. "We can say we are beginning," he concluded. "We can say that we understand that the processes we are working at are hard, the results are not likely to be very quick or very reassuring, the stakes are very big indeed, and the effort is altogether worth while."

Lyon Outlines Plans for USOE Bureau of Libraries and Educational Technology

Standing in for James E. Allen, Jr., Assistant Secretary of HEW for Education and U. S. Commissioner of Education, who had been taken ill, Hal Lyon, Acting Deputy Associate Commissioner, reported on developing plans for the new USOE Bureau of Libraries and Education Technology. Lyon described the new Bureau as "not only a Federal response to the CIT Report, but also an indication of the importance the Federal Government wants to put on instructional technology, libraries, and other non-classroom instruments of education". As two prime functions for the Bureau, he specified promotion of the use of technology to advance failing schools and libraries into the twentieth and twenty-first centuries and a systematic attempt to effect a dynamic interface between industry and the Federal educational effort. He enumerated on-going programs which had been transferred into the new Bureau, including library and library research programs, the media specialist training program, and the educational broadcasting facilities program; and said Bureau staff were considering a series of new functions, using the CIT Report as a guide, so that the Bureau program might be very close to that of the National Institute envisioned by the CIT and would be transplantable if such an Institute should be created.

Conferees Vote Action Program

At a final session on April 1 reporters from small discussion groups summarized comments and recommendations for action. Although there were some criticisms of the CIT Report as unduly negative in regard to current use of media, unrealistic in its perception of the economic conditions affecting wide use of media, and ambiguous in its use of the term technology, all commended the Commission for its work and saluted its recommendations as worthy of wide dissemination and full consideration throughout the educational community. Representatives of national organizations present charged their fellow-conferees with the responsibility of informing their constituencies about the CIT Report, and urged further cooperative dissemination both on the Report and on effective uses of technology to advance the quality of education. A formal resolution strongly urging fullest development of the USOE Bureau of Libraries and Educational Technology was unanimously approved for transmittal to HEW Secretary Robert Finch and Assistant Secretary/Commissioner of Education Allen. A motion addressed to the appropriate committees of Congress urgently requested "full, prompt, and public Congressional Hearings for critical examination of the Report of the Commission on Instructional Technology". A second motion, enjoining the Educational Media Council to stimulate the earliest appropriate formation of "an effective and enduring citizens' committee" to further the directions of the CIT Report, was accepted by EMC for prompt consideration and action; and the Council accepted responsibility for making conference reports available in both print and audio tape versions.

Participating Organizations

In spite of strikes which delayed invitations and severely restricted plane travel, most EMC Member organizations were fully represented at the conference; and a band of other invincibles representing education and industry also managed to be on hand at the Washington Hilton. The American Association of Colleges for Teacher Education, the American Association of School Administrators, and the Joint Council on Educational Telecommunications joined

as conference sponsors with the 18 Members of the Council, which are: American Book Publishers Council, American Educational Publishers Institute, American Library Association, American Society for Training and Development, Association for Supervision and Curriculum Development, Department of Audiovisual Instruction, Educational Film Library Association, Educational Products Information Exchange, Electronic Industries Association, Magazine Publishers Association, National Association of Educational Broadcasters, National Audio-Visual Association, National Educational Television, National Instructional Television Center, National Society for Programmed Instruction, National University Extension Association, Society of Motion Picture and Television Engineers, and University Film Association.

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